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CAREER PLANNING AND PLACEMENT OFFICE: IMPLICATIONS FOR THE FUTURE

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Preface

This report represents in one sense the culmination of an effort begun three years ago during the 1980 National Meeting of the College Placement Council (CPC) in Chicago. An ad hoc committee, composed of Catherine Kandefer, William Alley, Charles Sundberg, Jesse Smith, and the author, was appointed to examine the feasibility of a study to establish a model for career planning and placement offices on college and university campuses. An outline for a study was agreed upon and the CPC Foundation provided the financial support to carry out the work.

In quite another sense, it is hoped that this project will provide the impetus for further research and inquiry which will move the career planning and placement community to new heights of professional activity and to enhance professional standards to the benefit of the students and institutions served.

The author wishes to acknowledge those who played a significant role in this study from the career planning and placement directors and senior administrators who took time to complete the questionnaire to Barbara DeLuca and Theresa Wolter who assisted with the literature review; Claudia Smith and Sandra Stojan who assisted in tabulating data and a variety of other tasks; Jean Callary and Darla Woodward who typed tables and the several drafts of the manuscript; and to David Weber who coordinated the demographic study of career planning and placement and who authored the first project report (Status of Career Planning and Placement, CPC Foundation, 1982). Special thanks is due the ad hoc committee for the direction it provided and Catherine Kandefer who chaired that committee and kept us on course and who was subsequently appointed manager of the CPC Foundation and became the liaison between the Foundation and the author. Also, thanks to Harry Canon and Peg Barr, my bosses at Northern Illinois University, who provided encouragement and allowed me to devote time to the project.

Table of Contents

Page

Project Description 1

Assessing Student Career Development Needs. 3

Figure 1. The Dimensions of Need 9

Programs and Services 13

Table 1. Services Offered by Career Planning and Placement Offices by Institutional Size and Type of Control 15

Evaluation of Services. 17

Toward a Model Program. 21

Summary of Findings and Discussion. 31

Developing a Campus Program Model 39

Figure 2. Three Stage Career Development Process for College Students 43

Recommendations 47

Appendix A. Survey of Career Planning and Placement Directors. . 50

Table 1. Responses by Reporting Line, Undergraduate Enrollments, Organization of Services and Institutional Control 50

Table 2. Offices Engaged in Related Services 51

Table 3. Research Activity 53

Table 4. Research Responsibility 53

Table 5. Office Charge or Mission. 54

Table 5. Criteria for Performance. 55

Table 7. Annual Report 56

Page

Table 8. Content of Annual Report. 57

Table 9. Office Viability. 58

Table 10. Budget. 59

Appendix B. Survey of Presidents and Chief Academic and Student Affairs Officers 60

Table 1. Response Rates. 60

Table 2. Role of Career Planning and Placement in Academic Process. 62

Table 3. Role Career Planning and Placement Plays in Academic Process on Campus 62

Table 4. Is Career Planning and Placement Meeting Student and Institutional Needs? 63

Table 5. Office Viability. 65

Table 6. Appropriateness of Specified Activities 67

Table 7. Budget Priorities 69

Bibliography. 70

Project Description

The CPC Foundation Research Advisory Committee funded this study as an initial step toward the hoped-for development of a model career planning and placement program. The study addressed the following questions:

1. What are the career development needs of the college student population?

2. What programs and/or services can be established to meet those needs?

3. What are appropriate criteria/methods for evaluating the effectiveness of career development and placement programs?

4. What programs/service efforts have been effective in meeting those needs?

5. What are the implications of this research for the organization of career development programs/services in higher education, preparation of professional staff, the role of career development programs/services in higher education, accreditation of programs/services, accreditation of institutions/academic programs, and for professional organizations?

After the project was approved and funded, the executive officers of CPC requested that a replication of the 1975 CPC study, Career Planning, and Placement in the Mid-70s...An Operational Profile (Herrick, 1976), be added to the project. A second major addition to the project, a survey of attitudes of college and university presidents and chief academic and student affairs officers toward career planning and placement, was incorporated by the project director. The former study was deemed important by the CPC staff due to the steadily increasing volume of requests for current demographic data they were receiving from career planning and placement officers. The survey of senior institutional officers was judged important to the overall project to determine the climate and possible support for developing and implementing model campus-based programs.

The project confined itself primarily to the study of four-year institutions, however, the literature review found a number of articles dealing with programs at two-year institutions. In all, more than 1,000 journal articles, books, and miscellaneous publications were included in the literature review segment of the project. A two-part survey instrument (Part I dealing with information about research activity and campus-based programming and Part II dealing with basic

demographic data) was designed and mailed to placement directors at 1,265 four-year institutions. Response rates were relatively good for this type of survey with 56.2 percent of placement directors returning usable information for Part I and 59.6 percent for Part II. Results of Part I appear in Appendix A, while the results of Part II have been published separately (Weber, 1982).

A separate survey instrument was designed to secure the attitudinal data from college and university presidents and chief academic and student affairs officers. A random sample of 500 colleges and universities was selected and each of the three senior administrators (presidents, chief student affairs officers, and chief academic officers) was mailed this instrument. Usable responses were received from 36.4 percent of the presidents, 51.4 percent from chief academic officers, and 64.8 percent from chief student affairs officers. Results of this study appear in Appendix B.

Assessing Student Career Development Needs

"All social institutions presumably exist
to meet individual and groups needs."
(Lenning and McAleenan, 1979)

The recognition of the existence of a need, whether that be the need of an individual or of a group, is the first positive step toward addressing that need. The creation of career planning and placement offices on a given college or university campus represented both the recognition by the institution of the needs of students for assistance in their vocational development and in obtaining employment, and the institutions commitment to do something to alleviate those needs. The literature of career planning and placement shows that these very general student needs continue to be recognized by practitioners as the primary reasons for the existence of their offices and have been translated into the general goals of career planning and placement operations, often with relatively more emphasis on one than the other.

These broadly stated goals of career planning and placement, while helpful in describing the general nature of the work, are too general and imprecise to be of use in identifying and designing the operational components of a program. In an attempt to move from general to more specific needs which could serve as a basis for developing operating goals and program components, both a literature review and a survey of career planning and placement offices were conducted with the hope of identifying research studies of student career development needs. Generally speaking, few studies dealing with the identification of student career development needs beyond the general level were found. This should not, however, be regarded as an indictment of career planning and placement practitioners as Lenning and McAleenan (1979) also reported a lack of literature on needs assessment in the general literature of student affairs. They further noted that "when designing programs for groups,...the identification and assessment of group needs tends to be subjective, unsystematic, overly simplistic, and as a result, often ineffective." (p. 186).

The only studies which were helpful in identifying career development needs of large national samples of college students were those conducted annually by the American College Testing Program (ACT) and the College Entrance Examination Board (CEEB) in conjunction with their profiles of students taking their respective college entrance tests. Both of these reports deal only with very limited and general data, however.

The ACT study of 1980-81 freshmen examines entering student needs for special assistance in several areas, only one of which is directly

relevant to this study--the need for special assistance with educational and vocational assistance where 43 percent report such a need. Also reported are the degree of certainty entering students have concerning their planned educational major (83 percent indicate very sure or fairly sure) and their first choice of vocation where 79 percent indicate they are very sure or fairly sure (American College Testing Program, no date). Similarly, CEEB reported that 33 percent of entering freshmen desired assistance in educational counseling and 26 percent in vocational counseling (College Entrance Examination Board, 1981). Individual institutions utilizing either the ACT or SAT entrance examinations also receive separate reports for their entering classes which can be helpful in providing a local comparison with the national norms. While this data may be helpful in tracking changes in the general needs and concerns of entering students over time and in making decisions about whether relatively more or less emphasis should be placed on serving those needs on a given campus, the data is again too general in nature to draw conclusions about individual program components.

Most articles and unpublished reports dealing with career development needs have either dealt with these needs at a very general level or have employed informal methods of assessment which have not been systematic or objective in their approach. Examples of informal methods include the collective "expert" opinion of staff and assuming or inferring the existence of certain needs from other research data such as the ACT or CEEB entering class profiles. Formal methods on the other hand are much more precise in that they focus on specific problems or needs of the target population, involve representative population samples, utilize assessment instruments and data analysis, and results serve as direct guides to program development and evaluation.

While formal assessment methods may appear to be superior to informal methods because of greater precision of their results and their ability to differentiate special needs of sub-populations, there are times when informal methods are perfectly acceptable and even preferred. For example, a need may be so obvious because of increased frequency of expression to staff that no further assessment is necessary. Another example where informal methods may be preferred is when staff possess knowledge about future needs of students that are unknown or not recognized as important by the students themselves.

A number of local campus needs studies were found which were well done and which offer the possibility for developing local responses to the needs identified. These studies can be broken down into several categories: studies of either general or specific needs of representative samples of students; and studies of either general or specific needs of identifiable sub-populations (e.g., returning students, minorities, freshmen, etc.). Some examples of these studies are cited to illustrate the methodology employed and the potential value of their results.

In a study of expressed need for assistance in 13 career-related areas in a 2 percent random sample of students at Eastern Illinois University (Lawson and Felstehausen, 1978) found positive responses from a majority of students in all 13 areas. The greatest need expressed was for finding appropriate work experiences related to occupational choice (89.6 percent of respondents), while selecting a course of study was selected by the fewest respondents (59.1 percent). The authors also obtained helpful information from respondents concerning preferred type of service or resources to meet the needs expressed (e.g., career information, seminars, credit course and self-study occupational materials). A similar survey conducted at Ohio Northern University (Vandegriff, 1979) where all students were asked by the Career Planning and Placement Office to complete a survey instrument, one part of which focused on 11 areas of need for career development information. A 26 percent response rate was realized with job market information selected most frequently (58 percent) and selection of a major least frequently (11 percent). Responses to these need areas were further broken down by class and college of enrollment.

Ard and Hyder (1978) conducted a survey of enrolled students at a large southeastern university during a class registration period and obtained nearly a 7 percent response which was reasonably representative of students generally. The survey instrument contained 23 career planning objectives to be rated on a four-point rating scale. Mean importance ratings were compiled for each item and the researchers further factor-analyzed the importance ratings to identify the main factors underlying those ratings. In all, five factors were identified:

- acquiring immediately job-seeking skills,
- gaining knowledge about specific careers,
- gaining insight into oneself and self-career compatibility,
- nontraditional career interests, and
- gaining helpful hints and insights.

Except for the last two factors, little differences were found in mean factor scores. This, coupled with the fact that the first three factor scores were intercorrelated at around .60, caused the researchers to conclude that "On the basis of these results, it would seem useful to consider establishing a multipurpose campus program of career planning, which, at the least, would be designed to assist students in acquiring self-insight, knowledge of specific careers, and knowledge of job-seeking skills" (p. 52). Specific career planning objectives relating to each of these factors are readily identifiable for purposes of developing program components.

Perhaps the most comprehensive study of career development needs was conducted at Michigan State University where a major institutional effort was undertaken to both pinpoint student needs and to develop

organizational and programmatic models for addressing those needs (Michigan State University, 1981). Seven hundred twenty-nine residence hall students and 401 faculty/staff completed questionnaires. Among the areas investigated were 30 specific career development needs items to which both students and faculty were asked to indicate their level of perceived need (on a five-point scale where 1 = no need and 5 = very strong need) and the extent they were satisfied that the need was being met (again, on a five-point scale where 1 = not being met and 5 = very satisfactory). Mean need and satisfaction scores were then determined. For purposes of this study, only student responses will be noted, however, faculty involvement and support for any program is recognized as critical. Student means on the needs survey ranged from 2.791 to 4.056 (moderate to strong needs) and on the satisfaction survey from 2.334 to 3.132 (slightly above unsatisfactory to fairly satisfactory), indicating a discrepancy between perceived needs and degree to which the need was being met.

Four clusters of items were also identified (self-awareness and assessment, career awareness and assessment, career decision-making, and career planning and placement), and mean scores were also calculated for each cluster for males and females. The career awareness and assessment cluster had the highest mean need score and the lowest mean satisfaction score. Female students had both higher mean need scores and lower mean satisfaction scores on all four clusters than did the males.

This Michigan State study pointed out a number of student needs and deficiencies or gaps in institutional programs which were instrumental in the subsequent development of an institution-wide model program proposal.

While the four preceding studies are but examples of institution-wide efforts to identify student career development needs, they do represent some of the more systematic approaches to the problem of needs identification and their value to program planners and evaluators is readily apparent. None of the authors claim that their results are generalizable to other institutions and, while some common findings seem to emerge, care should be taken not to do so without first replicating studies to compare results.

Of similar interest and value are local campus studies of the needs of identifiable sub-populations which appear more frequently in the literature than the more broadly based studies of the needs of all campus students.

Carney and Barak (1976) conducted a random survey of seniors at Ohio State University to determine the extent to which these seniors expressed needs in 13 general areas. They found that choice of major or career was the greatest concern (expressed by 37.3 percent of the

respondents) as compared with the next most frequently cited concern, negotiating the system (25.9 percent).

In a study of the needs of 392 adult women college students, Smallwood (1980) found five major concerns, two of which (coordination of child care and job responsibilities and job/career acquisition) were directly career-related. Other major concerns included academics, interpersonal relationships, and financial/legal aid.

Walters and Saddlemire (1979) administered a questionnaire to 75 percent of the entering freshmen at Bowling Green State University to determine their career planning needs. Eight different types of career information were rated by respondents on degree of need, and true or false responses were given to five statements concerning concepts in career education. The need for information relating major to occupations was rated the highest by students, with directions to places where help with career planning could be obtained, where to get direct experience, self awareness and understanding, and knowledge of the job market following in that order. Based on responses to the five concept statements, the authors concluded the 90 percent of the freshmen operated with misconceptions about career planning and a number of specific recommendations were made for providing needed information and dealing with misconceptions.

In a study of post graduate plans, career interest, and need for job-hunting/career planning services among 3,735 students in Liberal Arts at the University of Texas, Becker and LaFitte, (1978) found that 85 percent of seniors did not have a job lined up after graduation, 60 percent of all Liberal Arts students sampled wanted career/job information particularly in the area of employment outlook, and 48 percent indicated a need for assistance in job-hunting. Additional breakdowns were made for students enrolled in the 12 largest majors. The implications for program development both in the general Liberal Arts area and in individual departments are apparent.

Similar studies of the general needs of older students were conducted by Kasworm (1980) and Lance, Lourie, and Mayo (1979). Each researcher obtained somewhat different results, undoubtedly due to a number of factors such as basic differences in the older student populations at their respective institutions, different methods of sampling and differences in wording and method of response on the survey instruments. These studies are cited, however, because they represent efforts to identify the needs of a growing segment of the student population and one which will no doubt be making its needs increasingly felt on American higher education.

Swain and Walton (1980) examined the career development needs of graduate students in the humanities and social sciences at the University of Illinois, Urbana-Champaign and found a number of areas where

subjects were having difficulty in their approach to finding a job. Finding openings (77 percent) and making personal contacts (64 percent) were the two most frequently cited difficulties among the 11 areas listed in the survey, while making decisions and writing a letter of application were cited as difficulties by the fewest respondents (23 percent each). Slick (1976) conducted a similar survey of off-campus students at Pennsylvania State University where subjects were asked to indicate needs for information and assistance among 17 items. Most frequently cited needs were:

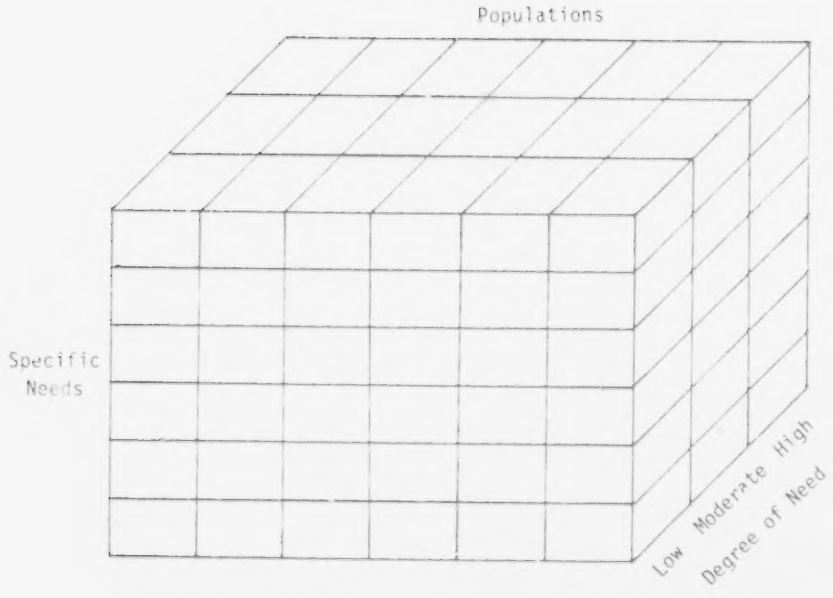
- to develop skills in job interviewing (64 percent),
- to develop skills in resume preparations (63 percent),
- job search strategies (62 percent), and
- information regarding careers (59.5 percent).

Slick also collected data concerning preferred techniques for information dissemination, preferred locations for information, effective means of informing students about services, and the best times for providing services. In both of these studies the findings, while quite different, provided the researchers with information upon which to base the development of effective new programs.

All of the studies cited illustrate the various types of needs assessments that have been conducted. The large national samples and some of the institution-wide studies are helpful in identifying general needs and in tracking the changes in general needs over time. Beyond the broad needs areas of self-understanding, learning about the world of work, decision-making and exploring careers, and preparation for employment and placement, these studies do not contribute a great deal to program planners, however. The most helpful and precise studies were those which focused on specific populations and very specific needs. The degree to which various needs are not met could then become the basis for programming priorities. Altogether, there are three dimensions (see Figure I) to assessing needs:

1. The defining of specific needs
2. The identification of the population(s) in which the need exists
3. The degree to which the need exists.

Figure 1
The Dimensions of Need



Since needs are subject to change, often over short periods of time, Hurst and Ivey (1971) and Morrill and Hurst (1971) call for frequent assessments of need, student usage of services, and student satisfaction with services. Informal comments on the survey of career planning and placement directors from a number of campuses suggest, for example, that the impact of the economy on the job market for college graduates over the past three years has led to considerably different expressions of needs and also expectations for career planning and placement offices than those expressed by students prior to three years ago. Failure to recognize and respond to this changing student climate has reportedly led to staffing changes on several campuses. In addition to serving students, career planning and placement personnel have a vested interest in keeping up with changing student needs.

Motivation is also an important factor in assessing needs and developing programs. Students may be well aware of a particular need but, because there is no immediate pressure to satisfy the need (e.g., a freshman student knowing that he/she must select a major by the end of his or her sophomore year but doing nothing about it because she or he has over a year to do it), action is put off until the last moment.

In this instance the student is not motivated to do anything immediately. Staff, being aware of the problems associated with last minute choices of major, might well establish a variety of dorm programs, workshops, and other outreach efforts designed to raise student consciousness about the need and to motivate students to early action. Another approach might be to encourage faculty to include discussions and information in their advising and teaching which would be helpful in the decision-making process.

Differentiating needs (something that is essential or, as commonly used in the needs assessment literature, the discrepancy between what should be and what is) from wants (something that is desired but not essential) is a problem that is inherent in needs assessment. For example, senior students may **need** employment upon graduation and **want** the career planning and placement office to assure them of a choice job. Depending upon whether the staff responds to the need or the want, the philosophy and programs of the office may vary considerably. This issue alone has provided the basis for the variations which exist between career planning and placement programs at different institutions from a strict service approach (get them the job) to the education approach (teach them the essential skills and knowledge and they can do it for themselves, now and in the future).

Needs assessment should ideally be a local campus responsibility since student bodies, like institutions, are extremely heterogeneous. No two institutions have precisely the same "mix" of students nor provide the same environment. This interaction of students and campus environments creates unique situations on each campus which can only be effectively assessed on a campus-by-campus basis.

As indicated earlier, effective needs assessment requires a focus or ability to discriminate between various needs, both to provide direction for program development and to identify whether the needs are generalized (common to all or most students) or are common to a particular sub-population (e.g., females, minorities, underclassmen, liberal arts students, etc.). A number of articles have appeared in recent years which focus on the unique needs of these sub-populations. Most have used informal methods but a few formal studies have been conducted which pinpoint the needs unique to various sub-populations.

The most typical responses to identified needs are to either attempt to remove or reduce the deficiency through a programmatic response (e.g., create a job search strategies workshop for those concerned about methods for finding employment) or to attempt to reduce the degree of urgency felt (e.g., helping someone find a temporary job while they continue to look for one more permanent). The former may well eliminate the need while the latter will usually provide a temporary relief until the need is fully met. Examples of both types of response to needs are found in the literature.

In attempting to identify and classify student career development needs through both a literature review and campus surveys, it became apparent that the list could become extensive and confusing. A general need, such as the need for information can be broken down into types and levels, e.g., from occupational information to information about specific occupations, specialties, levels, jobs, and employers. The specifics would be dictated by the student population in question, the extent to which this information might be routinely available, its accessibility, the extent to which students are required or encouraged to seek it out, etc. Therefore, it was determined that a general classification scheme would be developed which both reflected the literature and might serve as a general guide for the development of campus-based needs assessments. There are three specific domains in which needs exist:

Cognitive

- The most frequently cited career need identified in the literature is for information or understanding, especially about self and careers. The acquisition of knowledge about decision-making, how to analyze information, negotiate tasks, calculate risks or probabilities, and specific knowledge for jobs and for obtaining jobs are other examples of needs in the cognitive domain.

Affective

The development of appropriate or desirable attitudes toward self and work, dealing with occupational stereotypes, motivational issues, and learning to understand and deal with emotions in conflict situations (e.g., dealing with a sexist interviewer or a demanding boss) are examples of needs in this area.

Behavioral

Those needs which relate to developing effective career behavior, e.g., assertiveness, communication skills, appearance, initiative, and the development of specific behavioral skills related to one's career plans or desired job are characteristic of behavioral needs.

General

Frequently, students are either unable to articulate their needs in specific terms or the methods employed in needs assessment are unable to get at specific needs. For example, the need for help in making academic and vocational decisions or the need for counseling

appears frequently. Such statements are of little help in developing programs and may be best utilized in developing more precise instruments for assessing needs or to tune staff in to helping students be more specific in problem identification during individual counseling.

Programs and Services

One of the most striking findings of this study was the fact that career planning and placement personnel do not operate from common philosophical, theoretical, or definitional bases. This finding was most apparent upon inspecting responses to the survey item "Would you please state the student needs or theoretical foundation upon which your programs and services are based." Many did not respond to this item while others provided very sophisticated theoretical responses. A few responses reflected a "service station" type of philosophy (we are here to help students get jobs) while others reflect a broad-based philosophy of helping students in all phases of their career development. These philosophical differences have a marked impact on the type and scope of operational programs in any given office.

With respect to terminology common to the field, it is evident that a number of definitions exist for basis terms. For example, the term career is variously and at times interchangeably used for job, occupation, vocation, work or job history, and life work. Uses of the terms career planning and career development reflect a similar wide range of definitions. This problem alone makes it extremely difficult to compare programs and services on the basis that, despite similar titles, a career planning workshop on one campus might focus on identification of personal traits (i.e., interests, values, abilities, etc.) in relation to selecting a college major or making a choice of occupation while on another campus a similarly-named workshop might focus on the job search.

The career planning and placement community is somewhat divided over the question of precisely what the principal thrust of its work should be. In perhaps one of the earliest references to this division within the field, Stevens (1963) noted two concepts of placement: an employment service concept (traditional) and an educational concept (emerging). Stevens stated that "Many placement directors have expressed the opinion that the number of placements counted and reported at the end of the year is not as important as are the many individuals whom they helped to crystalize career goals and whom they trained to mobilize personal resources effectively to gain these goals" (p. 233). Several recent articles in the Journal of College Placement (e.g., Schlesinger and Tauber, 1979, Stokes, 1980) suggest that, while this career planning and placement field has increasingly endorsed Stevens' educational concept, there is still a lack of unanimity of purpose among placement personnel.

The literature is replete with articles which describe career development programs in operation in a variety of institutional and office settings and which reflect both the employment service and

educational frames of reference. It is significant to note that the current literature reflects substantially more developmental (the term generally used in place of Stevens' "educational") programs than in previous years. These articles are both numerous and readily accessible to career planning and placement personnel (although many appear in professional journals other than the Journal of College Placement and are authored by non-career planning and placement personnel), consequently no attempt is made to summarize them here.

This study also attempted to assess career planning and placement services from the standpoint of the number of institutions (by size and type of control) offering various services. Table 1 provides a summary of that data which may prove useful to placement personnel wishing to discover what other institutions of their size and type are doing. Weber (1982) compared service offerings identified in his study with findings of an earlier study (The College Placement Council, 1976). Weber found in 1982 that nearly every service was offered by a greater proportion of career planning and placement offices than in 1976, with cooperative education, intern, experiential programs (+23 percent), vocational testing (+20 percent), career counseling (+7 percent), and academic counseling (+7 percent) showing the greatest gains. Of even greater note, however, is the increases Weber noted in the amount of time placement personnel devoted to co-op or experiential placement programs in 1981 (with the majority spending between 1 to 15 percent of their time and nearly a quarter spent over 15 percent of their time) as compared to 1975 (less than 1 percent of total time).

A careful inspection of Table 1 shows that the services common to the greatest portion of career planning and placement offices are career counseling (96 percent), campus interviewing and placement of graduates into full-time employment (95 percent), occupational and employer information library (91 percent), and placement of alumni (90 percent). Other services are offered by 26 percent to 83 percent of the offices responding. Given the problem noted earlier concerning the various definitions for the term career, it is difficult to draw any reliable conclusion about whether those institutions reporting career counseling as a service offered are really speaking about the same thing. The survey does suggest that traditional employment assistance functions continue to be the primary thrust of career planning and placement offices.

Table 1
Services Offered by Career Planning and Placement Offices
By Institutional Size and Type of Control
N = 691

Service	Size	500 and Under		501-750		751-1,000		1,001-2,500		2,501-5,000		5,001-10,000		10,001-20,000		20,001-30,000		30,001 & Larger	
	Control	Pub.	Pri.	Pub.	Pri.	Pub.	Pri.	Pub.	Pri.	Pub.	Pri.	Pub.	Pri.	Pub.	Pri.	Pub.	Pri.	Pub.	Pri.
Campus Interviewing Services		2	14	3	42	8	67	49	172	56	52	72	22	75	5	17	1	2	0
Vocational Testing		1	9	1	25	2	43	22	125	24	31	27	9	22	2	7	0	1	0
Dropout Prevention & Counseling		0	7	0	18	2	24	18	57	15	9	10	2	11	0	3	0	0	0
Career Counseling		2	17	3	46	8	69	47	175	55	52	70	22	74	4	16	1	2	0
Academic Counseling		2	6	0	22	1	33	27	85	20	17	16	6	10	0	4	1	0	0
Placement of Graduates into Full-Time Employment		2	15	3	44	7	69	49	168	58	50	70	21	74	5	17	1	2	0
Placement of Students into Summer & Part-Time Employment		2	16	3	39	5	65	53	156	44	42	54	19	61	4	15	1	2	0
Placement of Alumni		2	12	3	39	7	64	46	156	57	50	70	19	74	5	16	1	2	0
Resume Booklets		0	13	3	35	4	46	31	110	40	26	46	12	41	1	10	1	1	0
Credential Service		2	12	0	40	5	59	39	145	51	40	66	20	69	3	15	1	2	0
Resume Referral		1	8	3	24	1	39	33	106	41	40	53	18	61	5	13	1	1	0
Career Planning or Employment Readiness Courses (Credit)		0	5	0	17	3	28	12	52	11	10	29	7	31	1	8	0	1	0
Career Planning or Employment Readiness Workshops or Seminars (Credit)		0	5	1	7	4	28	8	50	10	12	17	7	23	1	6	0	0	0
Cooperative Education, Intern or Other Experiential Programs		1	7	3	27	3	40	21	99	23	23	32	12	45	3	7	1	0	0
Occupational and Employer Information Library		2	14	1	42	5	66	45	169	52	48	69	21	75	3	16	1	2	0
TOTAL INSTITUTIONS RESPONDING BY SIZE AND CONTROL	N	2	18	3	48	9	72	54	180	59	52	72	22	75	5	17	1	2	0
	%	.3	2.6	.4	6.9	1.3	10.4	7.8	26.0	8.5	7.5	10.4	3.2	10.9	.7	2.5	.1	.3	-

Evaluation of Services

In this age of increasing demand for accountability in all areas of higher education, career planning and placement services have not escaped. It would appear that the demand for greater accountability from both internal and external sources will intensify during the 1980s as prospects of declining enrollments and tightening budgets become more of a reality for many institutions.

Historically, career planning and placement has reported, as indices of performance, primarily quantitative data (number of placements, number of employers interviewing through on-campus recruiting, number of students interviewed, etc.) as opposed to qualitative data (how effectively students were prepared for the job search, increases in self understanding, ability to make effective decisions, etc.). While quantitative data are easiest to collect and report, the data do not necessarily meet the criteria for an effective evaluation: "...attempt to determine the relative merit and worth of a program or how well it does what it sets out to do" (Kuh, 1979, p. 2). Evaluative data, therefore, are data which can be used to make judgments about performance in comparison to some criteria or objective.

In the survey of career planning and placement offices, directors were asked to indicate whether specific criteria existed by which the performance of their office was evaluated. Only 29.5 percent of the directors indicated that such criteria existed. (See Appendix A, Table 6). Nearly 70 percent of the directors responding to the survey, however, indicated that a formal charge or mission statement existed for their office. It would appear that in many cases there is no relationship between having a formal charge and then being held accountable for carrying out that charge through some type of performance evaluation. The literature survey portion of this study confirmed this finding as few published evaluative studies were identified. Kuh (1979) also noted that more articles exist in the general student affairs literature which encourage practitioners to evaluate those articles which report evaluative findings.

Evaluation, whether reported or not, is being carried out continuously in most operating programs. The decision to amend a budget, allocate staff time to an activity, initiate a new program or eliminate an existing program all represent evaluative judgments on the part of administrators/decision-makers. Some of these decisions are based strictly on subjective judgments such as the decision-makers' feelings, impressions, or personal bias about the decision in question. Other decisions are based on sound objective data such as cost of program delivery, presence or absence of desired student behavioral outcomes, or relative effectiveness of a particular program in relation to

pre-determined objectives. More formal evaluative data are required for objective decision-making.

As in needs assessment, evaluation does not have to be a highly structured, sophisticated, empirical research study. Informal feedback, survey data, and measures of program use (as in the case of a program designed to service larger numbers of students) may suffice so long as the data provide the decision-maker with sufficient support upon which the decision can be based.

In an effort to identify unpublished evaluative studies, the survey of career planning and placement offices specifically asked if such studies had been conducted. Respondents were requested to return either a copy of the full study or a brief summary with the survey instrument. A total of 90 documents was received from 61 of the campuses participating in the study. All but eight of the documents obtained in this fashion were either follow-up studies of graduates or annual reports (in some instances these were one and the same). Some of these materials did attempt to relate services and activities to office goals and mission while others reported surveys of student and/or alumni use of services and their reported level of satisfaction with those services. Generally speaking, however, these documents were strictly statistical reports with some narrative. As Buttram, et al (1977) points out, the focus of most reviews appears to be on justifying budget resources to campus administrators than on accountability for program and service outcomes to clients.

Among the remaining documents received were two experimental studies (Goodson, 1970 and 1978) which focused on the effects of various group treatments on student career development, a study of the effectiveness of group vs. individual counseling for career development (Jonnson, 1980), a self-study and evaluation of a career counseling and placement center (Zaugra, 1981), a report of a university-wide career development committee which included a plan for evaluation of career development services (The Ohio State University, 1980), two studies of student use of a career planning and placement service (no institutional or author identification), and a study of counselor adequacy, career resources and general image of career development and placement services at the University of Illinois (Lombardo, 1977). All studies provided a degree of helpful information to program planners at the institutions involved. Perhaps one of the most helpful pieces of information was the evaluation concepts employed in the approach to evaluation in Zaugra's study:

> "1. That a formal and systematic approach be used to gather, analyze, and synthesize data; 2. That evaluation is not intended to criticize what has been done in the past, but rather to use evaluation as a tool to improve services to students and alumni; 3. That decisions and

judgments about career planning and career counseling are best made with reliable and accurate data, not upon faculty perceptions; 4. That evaluation be used to help identify strategies appropriate for program direction and future directions; 5. That change based upon sound evaluative data leads to better program goals, processes, and outcomes; 6. That evaluation represents a means to an end, not an end in itself; 7. And, that both formative and summative evaluation techniques should be utilized in program evaluations."

When viewed in this fashion, evaluation of programs becomes a matter of professional responsibility rather than an academic exercise or another task to be completed.

Another evaluative measure of career planning and placement office performance was gained from the survey of senior institutional officers. Presidents and chief academic and student affairs officers were surveyed to determine whether they felt career planning and placement was meeting student and institutional needs. For the most part the senior administrators did feel that career planning and placement was doing a good job with respect to meeting student and institutional needs as 78.6 percent of the presidents, 68.7 percent of chief academic officers and 70.7 percent of chief student affairs officers responded affirmatively (Appendix B, Table 4). In most instances where a negative response was indicated, the reason given was that career planning and placement was either understaffed or inadequately budgeted, not that the office was failing to perform adequately. However, one has to question why nothing has been done on campuses where negative responses were given. Are these senior administrators not concerned unless inadequacies in career planning and placement become a campus issue? Does career planning and placement rate a low priority? Do they care? Generally speaking, these senior administrators control the allocation of resources on their campuses and it is within their power to correct budget and staffing inadequacies if career planning and placement has a high priority.

This raises a series of interesting questions for consideration in conducting evaluations: What are the decisions being faced? Who will make the decisions? What kind of data do the decision-makers need? If, for example, institutional priorities dictate that budget preferences be given to those campus agencies which demonstrate the greatest effectiveness in helping to maintain enrollments (attract new or retain present students), then it would be beneficial for career planning and placement to evaluate such things as the retention of students who participate in career counseling, seminars, or classes compared with students who do not participate. The impact of providing graduate placement data for prospective students to utilize in making decisions to apply for or accept admission would be another appropriate study area

in this instance. In other words, evaluative studies of any career planning and placement function are both appropriate and professionally responsible. Few offices can evaluate all programs and services continuously (although they should be evaluated periodically) and so priorities must be set. Those offices that do nothing or continue to report the same data year after year, regardless of whether or how it is used, would seem to have a difficult time justifying a constant and continuing level of support in the years to come.

Given the general lack of evaluative data on the effectiveness of specific treatments to the meeting of student career development needs, it is difficult at best to identify program components beyond the general level (e.g., career counseling, occupational information, etc.) which are universally effective in meeting those needs. Program evaluation, just as in the case of needs assessment, should be conducted on a local campus basis. Programs and services found to be effective from the client point of view should be retained while those not measuring up should be revised or discarded in favor of new.

Several excellent sources exist for those wishing to learn more about program evaluation generally or for evaluation methodology. Styles and Hull (1979) present a general discussion of evaluation of career planning and placement programs, including who should evaluate and suggestions for specific service components which might be targeted for evaluation. Brown (1979a, 1979b) discusses issues in evaluation and evaluation strategies while Anderson and Ball (1978) present a much more detailed account of the evaluation process, including purposes for evaluating, evaluation methods, and utilization of results. Buttram, et al (1977) provide a discussion of the discrepancy evaluation method as it was applied to the career planning and placement program at a particular campus. Finally, for those more experientially oriented, a more technical presentation of various research designs can be found in Campbell and Stanley (1963), Experimental and Quasi-Experimental Designs for Research.

Toward a Model Program

Webster's Unabridged Dictionary of the English Language (1977) provides several definitions of the word model which have implications for this study. One definition states a model is "a plan or pattern for something which is intended to be imitated such as a written plan for an operating program." Any plan for a career development program could qualify as a model under this definition. Another definition states that a model is "a person or thing considered as a standard of excellence to be imitated." This second definition is much more restricted than the first in that it implies qualitative differences exist among those persons or things--in this case career development programs--under examination. If qualitative distinctions are to be made then it must follow that generally accepted criteria for determining quality or excellence exist and, further, that there are objective methods for evaluating a particular program against those criteria. A model in this sense of the word would then constitute THE program toward which every one and every program would strive. It was in the spirit of this latter definition that this study was undertaken.

The first step in attempting to identify the components of a model program was to identify standards which were generally accepted in the field. In the reviews of career development needs assessment and program evaluation, it became apparent that there was no consensus within the career planning and placement field as to definitions of basic terms, philosophy or basic purpose, and theoretical positions underlying practice. As a result, substantial differences in operating programs exist. On the more encouraging side, there has been considerable progress toward a consensus in these matters as evidenced in the literature of the 1970's and early 1980's as compared to previous years. Myers (1972), writing in the Journal of College Placement, noted that in the review of the career development literature in preparation for his article he found that "almost nothing" existed with respect to career development during the college years. The period since Myers' article has been marked by a substantial increase of published material. The reasons for this increase are many and varied and reflect changes in higher education, changing student needs, economic and social factors, and a changing workplace. Concerns over the career development of college students mirror the concerns of our society. One study (Arbeiter, et al, 1978) found that fully 40 million or 36 percent of the adult population (persons 16 to 65 years of age who were not full-time students) of the United States considered themselves to be in career transition and in need of career development assistance. Studies of the career development needs of college students suggest that even greater proportions of that population need, expect, or desire assistance of some type. Clearly needs exist and professionals in counseling, career planning and placement and other areas have

responded with more sophisticated programs and a growing body of professional writing and research.

From a theoretical standpoint, there are many approaches to career development. As indicated earlier, developmental theory seems to command the greatest attraction in the professional literature with frequent reference also to decision-making, personality, and economic theory. Clearly the field of vocational psychology is not of a single mind with respect to career development theory. Our theories are often in conflict and equally often do not adequately explain or account for phenomena they were designed for. Also, both career development theory and practice have focused heavily on initial occupational choice and much less on other aspects of the process (Scott, 1983). Considering the number, types and various stages of development of our theories, one would not expect to find universal agreement among practitioners. As imperfect as our theories may be, however, they offer the only real prospects for systematic study of career development and advancement of the field.

Previous mention was made of the fact that developmental theory has received by far the greatest attention in the literature of career planning and placement. The American Council on Education (ACE) in its classic work, The Student Personnel Point of View (1937) clearly articulated a philosophy of higher education, indeed an obligation of institutions of higher education: "...to consider the student as a whole--his intellectual capacity and achievement, his emotional make-up, his physical condition, his social relationships, his vocational aptitudes and skills, his moral and religious values, his economic resources, his aesthetic appreciations. It puts emphasis, in brief, upon the development of the student as a person rather than upon his intellectual training alone" (p. 1). Twenty-three services were identified, seven of which related directly to career planning and placement, which "...an effective educational program includes--in one form or another--...adapted to the specific aims and objectives of each college or university" (p. 3). This represents not only the foundation upon which present student personnel services are built, but also one of the significant documents acknowledging higher education's responsibility for assisting individuals in all areas of their development, including the vocational area.

Developmental theory eminates from Buehler's early work in identifying distinct life stages in human psychological development. Super (1953) subsequently applied the concept of developmental life stages and tasks associated with each stage to vocational development. Some of the basic propositions of Super's theory are frequently noted in the career planning and placement literature, often without acknowledgment of the source; e.g., career development is a dynamic process rather than a single event; counselors must take into account the developmental stage their clients have reached; and successful career choices

are based on the fulfillment of the self-concept. These statements are all paraphrased from various College Placement Council publications and are used to illustrate a point that often developmental theory seems so logical and useful in expressing a program or office objective or in describing the nature of our work that we begin to accept it as fact rather than an operationalizing of theory to provide a framework for our work.

The essential elements of developmental theory of career development are contained in the ten propositions of Super's theory.

A Theory of Vocational Development

1. People differ in their abilities, interests, and personalities.

2. They are qualified, by virtue of these characteristics, each for a number of occupations.

3. Each of these occupations requires a characteristic pattern of abilities, interests, and personality traits, with the tolerances wide enough, however, to allow both some variety of occupations for each individual and some variety of individuals for each occupation.

4. Vocational preferences and competencies, the situations in which people live and work, and hence their self-concepts, change with time and experience (although self-concepts are generally fairly stable from late adolescence until late maturity), making choice and adjustment a continuous process.

5. This process may be summed up in a series of life stages characterized as those of growth, exploration, establishment, maintenance, and decline, and these stages may in turn be subdivided into (a) the fantasy, tentative, and realistic phases of the exploratory stage, and (b) the trial and stable phases of the establishment stage.

6. The nature of the career pattern (that is, the occupational level attained and the sequence, frequency, and duration of trial and stable jobs) is determined by the individual's parental socio-economic level, mental ability, and personality characteristics, and by the opportunities to which he is exposed.

7. Development through life stages can be guided, partly by facilitating the process of maturation of abilities

and interests, and partly by aiding in reality testing and in the development of the self-concept.

8. The process of vocational development is essentially that of developing and implementing a self-concept: it is a compromise process in which the self-concept is a product of the interaction of inherited aptitudes, neural, and endocrine makeup, opportunity to play various roles, and evaluations of the extent to which the results of role playing meet with the approval of superiors and fellows.

9. The process of compromise between individual and social factors, between self-concept and reality, is one of role playing, whether the role is played in fantasy, in the counseling interview, or in real life activities such as school classes, clubs, part-time work, and entry jobs.

10. Work satisfactions and life satisfactions depend upon the extent to which the individual finds adequate outlets for his abilities, interests, personality traits, and values; they depend upon his establishment in a type of work, a role which his growth and exploratory experiences have led him to consider congenial and appropriate" (Super, 1953, pp. 189-190).

Both the ACE statement and Super's work were heavily drawn on in the formulation of basic principles in Stephens' (1970) Career Counseling and Placement in Higher Education: A Student Personnel Function. Stephens' book was published by the College Placement Council (CPC) and became a basic reference in the field. Subsequent CPC publications (e.g., Souther, 1975; College Placement Council, 1975; Powell and Kirts, 1980) and the College Placement Services, A Model Career Counseling and Placement Program (Beaumont, Cooper, and Stockard, 1980) have reflected a developmental theory orientation. Additionally, nearly all of the documents obtained from campuses and a majority of the professional literature reflect the same orientation. Consensus would, therefore, seem to favor a model program built upon a development theory base.

In order to be of utility to practitioners, a theory must be operationalized. The first step in developing an operating program should be a careful review of the specific needs to be served by the program; i.e., needs of both individuals and groups to be served. Needs assessments which were reviewed for this study have, for the most part, focused on general needs of the campus population of a particular institution. Such studies, while useful to program planners on that campus, should not be generalized to other populations on other

campuses. Some very global general needs do emerge from these studies which are helpful to consider in developing a model program, however, given the fact that campus student populations and their attendant needs may vary considerably from one institution to the next, it would be unwise to assume that any one program would apply universally. Operationally speaking, therefore, it is suggested that the concept of a single model program is neither responsible nor practical and that a model program ought to be developed for each campus based on local needs and a sound theoretical framework.

One also must look at some of the very practical considerations such as budget, level of staffing, staff competencies and institutional needs and expectations in considering a single model program. For example two institutions with very similar student needs may operate on quite different philosophies with respect to students and services provided them. Career planning and placement staff at the two institutions might have quite different backgrounds and training and one staff might be larger than the other. Morrill and Forrest (1970) have offered a helpful continuum along which vocational counseling approaches or methods can be classified and which may well reflect the variables cited above in determining the type and scope of services offered in any program. They identify four methods:

- counseling which focuses on situational events or a specific decision;
- counseling which teaches decision-making skills for use in both present and future decisions;
- counseling which focuses on the developmental notion of making decision throughout life rather than the decision-making process itself; and
- counseling which focuses on developing personal independence and responsibility for career development.

They argue that "Counseling for vocational development should parallel the developmental process; that is, the focus should be narrow when only a point--a specific decision--in the developmental process is being considered, and broad when the concern is the whole person in relation to his or her career process" (p. 304). In other words, a model program should ideally have the capacity to utilize any one of these approaches, depending on the needs of the individual(s) or group(s) being served.

Sufficient evidence was found in the review of program documents and published literature to suggest that in some cases whole programs are built around a single approach while others are built around several or all. For example, some program documents described

operations focusing almost exclusively on employment counseling and related traditional placement services (campus interviewing, credentials, referral, etc.) for graduating seniors and alumni. Other program documents described operations offering counseling for vocational and major choice, decision-making workshops, credit and non-credit classes on career and life planning, skill development workshops, cooperative or other experiential programs, part-time employment, and employment counseling and traditional placement services. Table 1 (p. 20) points out the services offered by 691 career planning and placement officers as reported by their directors.

Numerous statements of career planning and placement objectives and program descriptions are to be found in the literature, some keyed to a single institution and others purporting to represent universally applicable objectives and programs. One such attempt at the latter carefully points out that "Although student needs will vary from college to college, it is important to identify and plan the program according to the processes by which these needs are met" (Beaumont, Cooper, and Stockard, 1980, pp. 6-7). They list five process areas for achieving student career development and placement readiness:

1. Self exploration includes values clarification; self-analysis in the area of interests, attitudes, motivation, aptitudes and desired life-styles;financial, geographic and other needs assessments; skills identification and inventory; life goals; and decision-making skills.

2. Exploration of occupational groupings includes the identification of occupational areas and clusters of jobs which are likely to be satisfying to the self identified in (1) above.

3. Exploration of the work would include further reality testing, matching self to work models and the identification of types of employees likely to hire people to do the job identified in (2) above.

4. Identification of potential employers involves taking the employer types identified in (3) above and developing a list of specific employers by name and address within a desired geographic area.

5. The development and implementation of a job hunting plan includes strategies for use of both traditional and non-traditional methods, test-taking skills, resume preparation, letters of application, interview techniques, and use of available resources" (p. 6).

What Beaumont and colleagues define as processes are defined as needs areas or program objectives by other writers. By whatever name we choose to call them, the above tend to be the needs which typically crop up in needs assessment studies and might be thought of as the primary focus for needs assessment and subsequent development of services in a campus program.

Perhaps the greatest barrier to the establishment of any program model, whether that be a universal or single campus model, is the diversity of student career development needs and the often limited exposure career planning and placement staff have to students at the time a particular need is evidenced. For example, the decision to enroll in a particular institution or academic major should represent a career decision in the broad sense. However, often the only representatives of the institution in contact with the student are admissions or academic advising personnel. In another example, career counseling is often provided by campus agencies other than career planning and placement--often the counseling center or academic advising offices. In both of these examples the necessary information and assistance may not be available to or be recognized as important by the personnel involved. On the one hand it can be said that career planning and placement might have an obligation to assure that essential information is available to these individuals, while on the other hand there is no guarantee that it will be utilized even if it is made available.

Another situation that often arises is where several campus agencies claims or are charged with the responsibility for providing the same service. This situation arises frequently (see Appendix A, Table 2) and may represent unnecessary duplication or segmentation and unevenness in provision of service to student populations.

One response to the coordination of services issue was provided by Kenneth Hoyt, director, Office of Career Education, U.S. Office of Education. In a critical review of American higher education and the low priority it has given to career counseling and placement, he states his belief that "...the college admissions, orientation, career counseling, and placement functions should be centralized into a single unit" (1975, p. 81).

However desirable it might be to have all campus agencies that have potential impact on student career development to report through a single unit or individual, it would seem highly unlikely to occur in actual practice since on many campuses these agencies cut across traditionally academic as well as student affairs functions. Powell and Kirts (1980) strongly emphasize the need for coordination of effort and cooperation between all campus agencies and staff. Clearly, unless all services do report to a single individual, no effective model campus-wide program could exist without this coordination and cooperation.

In developing a campus-wide model program, an inventory of those agencies and personnel who have access to students at various stages of their development would be helpful. Scott (1975) developed a conceptual model for a coordinated program which is based on three career development stages (exploration, confirmation, and implementation), the needs associated with each stage, and the agencies/staff which are regularly in contact with students at that stage or which are charged with responsibility for meeting a particular need. A program proposal for a comprehensive career development program was subsequently developed from this conceptual model (Scott and Nejedlo, 1975).

Michigan State University (1981) has made an extensive report of findings of a student needs assessment and campus inventory of staff and agencies impacting student career development which led to the formation of a campus-wide career planning and placement council to provide coordination. A number of other institutions have also established campus-wide operational programs based on such coordination of effort (for examples see Behring et al, 1979; Hale, 1974a and 1974b; and Ashcraft, 1975).

Morrill, Oetting, and Hurst (1974) have contributed a three-dimensional model for the classification of the target of a particular intervention or service (individual, primary group, associational group, institution, or community); the purpose of the intervention (remediation, prevention, development); and the method to be employed (direct service, consultation and training, and media). This model has many potential applications in designing a comprehensive program which is responsive to identified student needs. For example, a need for information about various academic or occupational options might be addressed in a number of different ways depending on the number of students involved, their membership in identifiable sub-groups, the depth of information required, the purpose to which the information is to be put, the urgency of need, etc. All too often the response to informational needs is to create or expand a career library, when the real need may be for greater accessibility of the information, e.g., dorm residents, commuter students, or non-traditional students (create satellite collections), assistance in locating information (provide staff to assist or create a workshop focusing on using the collection), assimilating and using information in making a decision about major or occupational choice (utilize an interactive computer system or create a workshop or course on decision-making), or simplify that students don't know that the information is already available (simply advertise the service). When viewed in light of such an example, the model takes on considerable relevance for program planners.

The final issue to be examined in this discussion of model programs is professional staffing in career planning and placement. Historically, career planning and placement personnel have come from a variety of educational and experiential backgrounds. Seeloff (1974),

in a survey of placement directors at institutions having an enrollment of 10,000 students or more, found considerable diversity among the 157 respondents to his questionnaire. Twenty-one percent of the directors held the doctorate, over 7 percent were post-master's, 53 percent held master's degrees, and 16 percent a bachelors degree. Business administration was the most frequently reported area of study at the undergraduate level, counseling and guidance at the master's level, and educational administration at the post-master's level. Counseling and guidance was reported as the area of study of greatest value (26.8 percent) followed by business (21.7 percent) and educational administration (10.8 percent). He also reported that 65 percent of the respondents had higher education experience immediately prior to becoming directors. In a larger and more recent survey of directors at institutions of all sizes, Weber (1981) found that 86 percent held at least a master's degree and over 16 percent a doctorate. Guidance and counseling was the most frequently reported academic area of highest degree (28 percent) with student personnel (11.9 percent), education (11.6 percent), and MBA (7.7 percent) as the next most popular areas. Both of these studies, while conducted nearly seven years apart, illustrate the fact that diversity in background and training of staff continue to characterize the career planning and placement field.

Periodically attempts have been made to define the desirable educational or experiential qualifications for career planning and placement personnel. The College Placement Council has issued a statement of desired minimal qualifications which include a master's degree and some non-academic work experience which would provide "...a basic understanding of a variety of career opportunities and a personal awareness of the realities of the work world" (1975, p. 5). Degree fields which were listed as appropriate (but were not limited to) included counseling psychology, guidance/counseling, personnel techniques, industrial relations, student personnel administration, and behavioral management science. A number of specific relevant courses were also listed. Commission VI (Career Planning and Placement) of the American College Personnel Association nas also published a set of professional standards which establish desired qualifications as "...a master's degree in counseling or student personnel with an emphasis on the study of the career development and placement aspects, specifically a practicum in this area. Equivalent professional experience or educational experience can be substituted" (American College Personnel Association, Commission VI, 1980, p. 3).

The CPC and ACPA statements are compatible with each other and serve as guides for program administrators to follow in filling vacant positions. A review of recent career planning and placement position announcements confirms that these guidelines are followed in a majority of instances. However, the diversity among program directors noted in the Seeloff and Weber studies suggests that the composition of career planning and placement personnel may be quite different from the

desired qualifications. Based on these differences between desired and actual education and experience background of staff, it would follow that differences in program orientation pointed out earlier in this study (employment service vs. comprehensive career development programming) may well be a function of staff orientation. It would be difficult to conceive of a model program which could accommodate these diverse staff qualifications.

The basic conclusion of this study is that a single model for career planning and placement in American higher education does not exist and is probably not a reality at this time. The differences between the needs of students enrolled at different institutions (even very similar institutions); differences in the needs of various campus sub-populations; variabilities in staff, campus climates, and patterns of program delivery; and the general lack of data on program effectiveness all speak to this conclusion.

Without question, there are programs operating effectively on many campuses, however, to simply replicate any program without first knowing that it was designed to meet needs similar to local needs, and had been found to do so effectively would not be recommended. There is no substitution for each campus designing its own career development program around local needs and known effective responses.

Summary of Findings and Discussion

The scope of this study was exceptionally broad and replete with implications for career planning and placement. The primary findings of the study contained in the following paragraphs are on the one hand disappointing because they did not lead to the desired goal of a model program. On the other hand, they should prove useful as a point of departure for strengthening the career planning and placement field and for improving individual campus programs.

The career development needs of college students are diverse, and are increasingly recognized by prospective and enrolled college students, as well as by increasing numbers of adults who are not enrolled in colleges and universities. Some general needs are expressed by large numbers of college students (e.g., the need for information), while other needs are expressed less frequently or are most frequently associated with identifiable sub-populations (e.g., the need to expand career horizons for women and minorities). Needs also vary considerably from one campus to another, depending on the student population and the campus environment. No single set of needs beyond those of a very general nature could be identified upon which a single model program could be based.

Career planning and placement programs as well as the institutions that support them ostensibly exist to meet the needs of their immediate constituents as well as larger societal needs. Generally speaking, both have endeavored to meet those needs as they have seen them, however, they have been slow in identifying, acknowledging, and accommodating to changing needs, especially rapidly emerging needs. For the part of career planning and placement, there are few studies of student career development needs reported in the literature and even fewer studies were found in the survey of career planning and placement directors. In many cases where student needs have been identified they are either needs assumed to exist by program planners, needs determined by intuition or needs inferred from other student data (e.g., suggesting that a need for career counseling exists in a student population because of an increasing number of students who have not declared a major or who have changed majors), or are stated in such general terms that they are not very helpful in program design.

The needs assessment literature cautions that needs are easily confused with wants in the sense that needs are felt to be essential and often serve to motivate a person to action, whereas wants may be nothing more than wishful thinking and often do not result in action. This is a helpful distinction for program planners when considering immediate needs, however, future or long-range needs are often too far

removed in time or are unknown to individuals, do not necessarily serve as motivators, yet must also be considered in program planning.

Some type of needs assessment should be conducted in establishing goals and objectives for career planning and placement program planning and is essential to any evaluation of programs. Without an assessment of present or future career development needs of a student population it is meaningless to plan programs for those students and impossible to evaluate the results of programs since no one knows what the results should be. Needs assessment should be done on a campus-by-campus basis.

It is highly likely that a campus assessment of student career development needs will result in the identification of needs which are beyond the responsibility or capability of career planning and placement staff or other support service staff to address directly. Follow-up surveys of graduates and of their employers have identified needs for such things as better communicative or quantitative skills which can only be addressed through the curriculum of the institution. It should be the responsibility of career planning and placement to feed this information back to decision-makers in appropriate academic areas for the benefit of future graduates.

Career planning and placement offices were found to be extremely diverse in both the variety and extent of programs and services provided. On the survey of placement directors, each director was asked to indicate which of 15 services were provided by their office. None of the services were provided by less than 25 percent of the respondents while seven of the services (campus interviewing, placement of graduates into full-time positions, placement of students into part-time and summer positions, career counseling, credentials, alumni placement, and occupational employer information library) were provided by 80 percent or more of the career planning and placement offices. Program descriptions, where available, point out that there are discrepancies in how different placement directors define programs such as career counseling. This latter point will be addressed specifically later in this report.

While one perhaps naturally assumes that the focus of campus career development and placement services would be in career planning and placement offices, nearly one-half (46.3 percent) of directors responding to the survey indicated that other campus offices also provided such services. Academic departments were most frequently named and the most frequently provided services were assisting in or providing placement service (37.7 percent), career advising/counseling (17.4 percent), internship programs (7.1 percent), and career courses (7.1 percent). Counseling centers were next most frequently cited for providing career counseling (28 percent), career libraries/occupational information (10.6 percent), testing services (10.6 percent), workshops

and seminars (7.1 percent), and career courses (6.2 percent). Alumni offices, financial aids, minority affairs, student employment offices, psychological services, adult and women's resource centers, and campus libraries were mentioned as other offices providing career and placement-related services.

Few campuses were found to have all career development and placement services reporting to the same person or even through the same division of the institution. Likewise, few campuses reported that there was any formal channel for coordinating the various career development and placement services. On those campuses where some effort to coordinate services was found, informal rather than formal means were employed in most instances. Several campuses were found to have high level and broadly representative committees for studying student career development needs and recommending programmatic responses. In one state the legislature provided a grant to a land grant university to develop a model program for higher education in the state. Such efforts exist only at a distinct minority of the institutions.

Given the great diversity in career planning and placement programs, the varying institutional charges and expectations of these offices, the variation in student needs from institution to institution, the variability in training and orientation of career planning and placement personnel and the attention that career planning and placement services are presently receiving, it would appear that the development of a single model program for implementation at all campuses would be unrealistic. A more realistic approach is the development of high quality program modules which could be adapted by individual campuses as they showed promise for addressing local needs, and the training of career planning and placement staff for assessing local needs, for implementation of programs to meet those needs, and to conduct evaluations.

Part of the attention which career planning and placement is currently receiving can be traced to institutional needs rather than the needs of college students. It has been demonstrated on a few campuses that favorable placement statistics and responsive student career development services have a positive effect on the institution's ability to attract applicants for admission and on retention of students already enrolled. The emphasis has been to maintain or increase enrollments and to protect faculty and staff jobs which in all probability would be eliminated in a condition of declining enrollments. While some feel that career planning and placement has benefited for the wrong reasons, the fact remains that conditions may never have been better for promoting the upgrading and expansion of programs based on their potential for having demonstrable, positive impact on institutional as well as on student needs.

The career planning and placement field is composed of members from many and diverse educational and professional backgrounds. On the one hand this diversity assures that many views are considered and creates a challenging and at times exciting atmosphere in which to work. On the other hand, this diversity has prevented career planning and placement from achieving the independent professional status it has sought. Members of a profession, as opposed to people who behave in a professional way, are usually characterized by common standards such as professional preparation, the possession of specialized knowledge and skills, a literature unique to the profession, standards for membership into practice and into professional organizations, a means for disciplining those who fail to follow professional standards, etc. At this time the standards which have been developed for career planning and placement do not appear to be universally understood nor complied with.

Everyone in career planning and placement today should be striving for professionalism. However, the achievement of a separate professional status for career planning and placement personnel, if it is to be achieved, will require considerable effort from those within the field to agree upon professional standards and to communicate those standards to practitioners and especially to college and university administrators and agencies which accredit institutions and specific programs. When standards are required and adhered to in hiring decisions and staff and program evaluations, then significant gains toward professional status will be realized.

As measured by several indices, research does not appear to be a high priority among career planning and placement directors. Only 19.2 percent of those directors responding to the survey indicated that research was a responsibility of their office. As part of the same survey, directors were solicited for research studies which they or others on their campuses had conducted. A total of 90 documents was received from 61 directors. All but eight of these documents were either follow-up studies of graduates or annual reports. The latter were usually a combination of follow-up surveys, description of services provided, statistics concerning staff and office activity and other descriptive or statistical data. These findings suggest that little has changed in the area of research by career planning and placement personnel since a similar study conducted by the Harvard University Center for Research in Careers (Segal and Klos, 1967). The focus of research conducted by career planning and placement personnel seems to remain on data gathering for purposes of reporting office activity levels and student placement to other administrative offices. Few studies were found which were designed to assess student needs, to better understand or describe the career development process, to validate or improve methods and programs, or to evaluate the effectiveness of programs. In other words, most research was found to be descriptive rather than experimental.

The literature review associated with this project found considerably more research activity in the area of college student career development from counseling center staff, faculty (largely in psychology, education, counseling, and student personnel administration), and by graduate students than by career planning and placement personnel.

Career planning and placement personnel seem to be lacking commonly accepted definitions for terms frequently used in the field. While such terms as career, career development, career counseling, life-career planning, career education, career or occupational choice and placement have their own unique definitions, they are not used consistently in the career planning and placement literature and a number of the terms are used interchangeably, e.g., activities directly associated with helping graduates find employment may be termed placement or job placement on one campus and career planning on another. The literature is also replete with articles which point out fundamental philosophical disagreement over whether the focus of practice in the field should be on career planning/development (developmental or educational orientation) or strictly on placement (service or traditional orientation). This situation creates confusion within the field, detracts from efforts at standardizing practices, and presents barriers to communication and influence with others outside of career planning and placement.

Placement directors were asked if there were specific criteria by which the performance of their office was evaluated. Two hundred ten (29.5 percent) of the respondents indicated that there were specific criteria, however, few of the directors listed the criteria by which their office was evaluated. Of those who did list criteria, the emphasis was heavily on quantitative measures of office activity (e.g., number of students counseled, number of employers recruiting, number of employment interviews conducted, and number of students placed) rather than on qualitative measures of performance.

College and university presidents and chief academic and student affairs officers were asked to indicate whether they felt career planning and placement was meeting student and institutional needs on their campus. Presidents were most positive in their support with 78.6 percent responding affirmatively while 70.7 percent of chief student affairs officers and 68.7 percent of chief academic officers responded affirmatively. Those senior officers who responded negatively to this question cited being understaffed (22.7 percent) and inadequate funding (14.4 percent) as primary reasons career planning and placement was not meeting student and institutional needs. Other reasons cited by these senior administrative officers included the need to strengthen ties with the academic program and faculty (11.4 percent), the need to establish early and comprehensive career development programs (7 percent), and the need for more emphasis on career planning as opposed to placement (6.6 percent).

Presidents (96 percent), chief academic officers (96.1 percent), and chief student affairs officers (98 percent) were in considerable agreement that career planning and placement should play an integral role in the total academic process. However, when asked whether they felt that career planning and placement on their campus was actually playing an integral role in the academic process, presidents (89.1 percent) were more positive in their response than either chief academic officers (79.9 percent) or chief student affairs officers (69.6 percent). It would appear that, for whatever reason, college and university presidents are more supportive of the work career planning and placement is presently doing than are chief student affairs officers, to whom the majority of career planning and placement directors report (61.6 percent of directors indicate they report directly to the chief student affairs officers, 6.4 percent to other student affairs officers, and only 2.1 percent directly to the president). Somewhat similar data were obtained relative to budgeting priorities for career planning and placement.

Presidents, chief academic and student affairs officers and placement directors were asked "What in your opinion is the single most important thing career planning and placement should be doing to become/remain viable on your campus?" There was surprising agreement among all four groups as to the four most important activities of career planning and placement. Altogether, these four activities accounted for 59.8 percent of all responses. By far the most frequently mentioned activity was developing and/or integrating all aspects of a comprehensive program and establishing or expanding developmental aspects of the program. The next most frequently cited activities were promoting services and increasing visibility on the campus, strengthening ties with the academic programs and faculty, and placement.

Placement directors, on the other hand, most frequently cited promoting services and developing comprehensive programs as most important, while placing less emphasis on strengthening ties with the academic program than the three administrator groups.

The three senior administrator groups were asked to indicate which of 15 activities they felt were appropriate for career planning and placement offices. At the same time, career planning and placement directors were asked to indicate which of these same 15 services they provided. On a number of items there was high agreement between the appropriateness of services as viewed by the senior officers and the provision of those services as provided by career planning and placement. In those cases where the director of career planning and placement and one or more senior administrators from the same institution responded to the surveys, discrepancies were found. In other words, presidents, chief academic officers, chief student affairs officers, and career planning and placement directors both as distinct groups of educational officers and as individual officers on a given campus do

not necessarily agree as to the appropriateness of certain activities for career planning and placement. Clearly, better communication and mutual understanding among and between these and other campus officers are needed if desirable attitudinal and programmatic changes are to be realized to better meet both student and institutional needs.

The three groups of senior administrative officers were surveyed to determine the priority they placed on their career planning and placement office in establishing budget priorities. A slightly higher percentage of chief student affairs officers tended to rate career planning and placement among the last programs--service or academic--to be cut, somewhat more frequently than the presidents or chief academic officers. However, a much higher percentage of the latter two groups rated career planning and placement at a higher priority level than other service programs than did chief student affairs officers (67.2 percent of the presidents, 60.2 percent of the chief academic officers, and only 53.2 percent of the chief student affairs officers ranked career planning and placement at a higher priority level than other service programs). Chief student affairs officers (22.4 percent) were slightly more likely to treat all programs equally with respect to budget than were chief academic officers (22.1 percent) and presidents (16.1 percent). Also, a higher percentage of the student affairs officers (8.3 percent) ranked career planning and placement as a low priority (among the first programs--services or academic--to be cut) than did chief academic officers (7 percent) and presidents (5.4 percent). Overall, it would appear that career planning and placement has somewhat more support in the budgeting process from presidents and chief academic officers than from the officer to whom the majority report, chief student affairs officers.

This study was undertaken with hopes that a model career development program either existed or could be designed which would have, perhaps with slight modification, broad applicability across American higher education. While many practices were found to be common to most institutions, the preponderance of the evidence suggests that our knowledge both of student needs and priorities which are effective in meeting those needs beyond very general levels is poorly documented and does not support a single model approach. With further research, refinement of our theoretical models and further testing of our practices such a model may one day be a reality. At this time it would appear that individual campuses would be well advised to design their own "model" program based on local needs and locally designed programs or adaptations of programs designed elsewhere but which have been demonstrated to be effective in meeting those needs in similar populations.

Developing a Campus Program Model

The preceding chapters have dealt with the search for a model student career development program which would have more or less universal applicability in higher education. That search was unsuccessful for a variety of reasons previously enumerated. However, there is considerable reason to believe that individual campuses can and should develop their own comprehensive career development programs which are designed to address the concerns and needs of their own students and which are sensitive to the unique characteristics and realities of the institution. Instead of focusing on universal models, this chapter instead focuses on how a career planning and placement administrator on any given campus might go about developing such a program.

Perhaps one of the chief faults of career planning and placement personnel is that they attempt to be all things to all people in the career development process, even when reality dictates that this is not feasible. This was evident in many of the documents collected from career planning and placement offices in the course of this study which contained broad goal statements to the effect that career planning and placement either provided or aspired to provide assistance to students in all phases of their career development. Survey data collected from some of these same campuses, however, indicate that other campus agencies, ranging from academic departments to counseling centers and libraries, were provided some type of career or placement related service. In fact, nearly one-half (46.3 percent) of all campuses responding to the survey indicated that other campus agencies provided such services. Clearly, the scope of a fully comprehensive program transcends the mission, resources, and capabilities of any single campus agency. Therefore, the approach discussed herein will be for career planning and placement personnel to serve in roles as researcher, interpreter, communicator, arbitrator, consciousness raiser, catalyst and hopefully strategist for campus-wide rather than single agency efforts to institute a comprehensive program. Essentially, this approach allows for the marshalling of all campus resources to address student career development needs and concerns. In the present higher education climate it is more practical to look to broad-based programs where a number of agencies work in a cooperative and coordinated fashion in meeting student career development needs than to attempt to consolidate all responsibility and control in a single agency.

How can such a program be developed? Who should initiate it? What should the program consist of? How will we know if it is working? These are all legitimate questions to be asked at this stage. The answers are complex and will vary considerably from campus to campus. In many instances there will be no immediately apparent answers. There is, however, a process for evolving answers to such questions.

The Role of Theory in Program Development

Putting together a comprehensive program proposal required that the planner provide some central theme or thread of continuity which will tie together the various components of the program. This is where theory comes into play. Theory provides for the overall conceptualization of the principles underlying a particular phenomenon--in this case, career development. Theory provides a means for identifying and studying a specific need, say for occupational information, and understanding the relationship of that need to other events in the career development process. Theory provides a means for testing out our ideas, methods, and effectiveness--it provides us with the means to utilize a "systems approach" to career development as opposed to dealing with single events in isolation from the process--it brings order out of chaos.

Much of the literature of career planning and placement focuses on single events in career development, most notably on getting a job. Few articles are found that pay more than a passing interest in theory and research and the validation of methods and their underlying assumptions. It can be argued that career planning and placement personnel are practitioners, not academicians, theoreticians or researchers, and as such are neither responsible for nor have the time for such pursuits. Perhaps job realities do in fact dictate that other responsibilities come first as the literature suggests. Surely, however, career planning and placement personnel as professionals have a responsibility to their client, to their institutions and to their profession to validate their methods and contribute to the growing body of knowledge of career development. If, on the other hand, career planning and placement personnel are solely concerned with placing graduates in jobs upon graduation, then office names should revert back to those popular in an earlier era, such as simply placement offices or bureaus of appointments, and career planning and placement personnel might more appropriately be called job or placement counselors (even the term counselor might be replaced by clerk or administrator).

There is certainly no suggestion that it is either desirable or necessary to revert back to that earlier era for it is more in keeping with the educational environment in which career planning and placement personnel work to teach a person how to manage their own affairs, e.g., how to make realistic decisions and how to secure a job, than it is to make decisions or arrange jobs for them. It is equally appropriate to raise these issues during a discussion of campus program planning since the form and direction of the program will follow from the knowledge the program planner has of theory and research findings as well as practical applications. Quite simply, a comprehensive career development program would be difficult to envision without the unifying force which theory provides.

What theory should one utilize in program development? Certainly there are a number of theoretical formulations about career development. Some may have greater utility for practitioners because of research already conducted, the ease with which the theory can be translated into practice, its applicability to a particular population or environment, or simply its compatibility with the orientation of a staff or planning group. Developmental theory has received the most attention in the career planning and placement literature and presumably more practitioners subscribe to it than other theories. The most important point may well be that any theoretical position is preferable to no theoretical position.

Theory by itself, while providing a framework for a program, is of little utility to the practitioner if it cannot be operationalized and tested. Super's developmental theory (pp. 30-31) is of little assistance unless the basic propositions provide direction for practitioners to develop responses to client needs, either in the design of overall programs or in counseling individual clients. The notion of developmental life stages, for example, has provided a helpful framework for many practitioners in assessing where clients are in their career development and in providing direct assistance consistent with the needs or tasks associated with a particular stage. Figure 2 (p.) is an adaptation of Super's theory for assessment and program planning.

Preliminaries to a Formal Program Plan

Ford (1979, p. 2) describes a methodology for this stage of program planning which centers around three issues:

"1. The assessment of student needs;
2. the identification of available staff and institutional resources; and
3. some initial diagnosis of campus political climates."

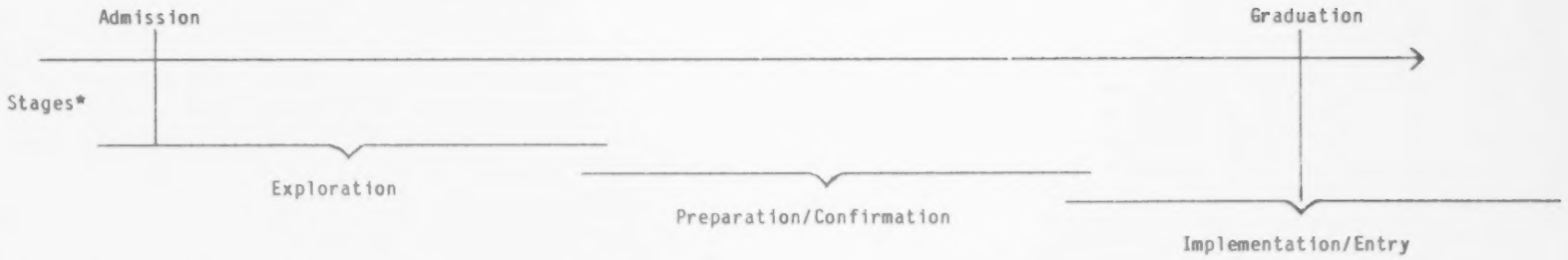
Since the existing focus for career development on most campuses resides in the career planning and placement office, the director of that office would be the logical person to initiate the planning process by addressing these issues.

A discussion of student needs assessment was presented earlier (pp. 3-12) and will not be dealt with further except to add that the identification of legitimate student needs, the manner in which those needs are manifest and their impact on the institution if they continue to go unmet (e.g., rising attrition, declining applications for admission, faculty-student confrontations, major enrollment shifts, etc.) are critical to gaining attention for a new or expanded program effort. This is also an opportune time for the program planner to bring others into the process--students, staff from other agencies, interested

faculty and administrators. Sharing of information and consultation at this stage will help to further clarify needs, lay the groundwork for the inventory of campus resources and test the political waters for support or resistance.

The task of identifying staff and other institutional resources which can be utilized in the program will vary in difficulty according to the size and complexity of the campus and the planners' prior knowledge of the mission of other campus agencies and the personalities involved. One model for dealing with this and the later stages of program planning is presented in Figure 2 (Scott, 1975). This model focuses on three stages of the career development process common to most undergraduate students in relation to identified needs associated with each stage, personnel and agencies (resources) either responsible for providing assistance related to the need (or which have direct contact with students at critical times when the need surfaces), proposed actions for addressing needs, and potential problems which will have be dealt with. Sample entries have been provided in Figure 2 to illustrate how the model could be utilized.

Figure 2
Three Stage Career Development Process for College Students



	Exploration	Preparation/Confirmation	Implementation/Entry
Student Needs:	1) Select an occupational goal. 2) Select a major consistent with goal. 3) Know interests.	1) Want opportunity to try out selected field.	1) Little or no exposure to employers recruiting major. 2) Lack job-seeking skills.
Resources:	1) Counseling center, faculty advisor, dorm staff. 2) Counseling center, faculty advisor. 3) Testing service, counseling center.	1) Co-op office, departmental internships, career planning and placement, volunteer bureau.	1) Career planning and placement. 2) Career planning and placement.
Actions:	1) Faculty advisors and dorm staff lack training but have greatest contact--develop training program. 2) Same as above. 3) Little use of interest tests--purchase more, advertise availability, train staff to use and interpret.	1) Need to expand number of co-op and internship opportunities--promote to employers.	1) Promote major more to employers, add workshop to teach students how to initiate own contacts and be effective job seekers. 2) Add more workshops as above especially for that department.
Issues Requiring Special Attention:	1) Faculty don't get rewarded for advising--don't care to spend time at it but don't want others to interfere--politics! 2) Same as above. 3) Budget, staff preference for projective tests.	1) Too few staff, restriction of opportunities due to economy. Co-op advisor indifferent.	1) Economy--buyers market for major, staff not presently trained to provide such workshops. 2) Need to develop staff competencies--will be resistance.

*Stages are open ended and overlapping, may be repeated and individuals progress through the stages at different times and at different speeds--some may skip a stage while others may never progress beyond the exploratory stage.

Perhaps the most sensitive and frequently the most difficult stage of program planning is the assessment of the campus political climate. Formal organizational structures and reporting lines are often obscured by informal structures and reporting and by powerful personalities that may not be evident to the casual or untrained observer. Successful program planners must become familiar with both the formal and informal power structure if key decision-makers are to be identified and won over to support a program. Barr and Keating (1979) and Thomas (1979) discuss in greater detail the political problems associated with new program development and program restructuring in higher education.

Another dimension of assessing the campus political climate must be an accurate reading of where the career planning and placement administrator as program initiator fits into the political structure. How creditable is that person in the eyes of those who will make the decisions and does he/she have access to those decision-makers? The best plan in the world may never be seriously considered if it is presented by the wrong person or if that person cannot reach those who control the decision. There are times when the program initiator is not the best person to make the presentation.

Up to this point the assumption has been made that the career planning and placement administrator would be the one to serve as initiator for a more systematic and comprehensive response to existing needs. This is the "ground up" approach to program development and has been successful in bringing about new programs and major institutional changes when properly negotiated. It has also brought about upheavals and chaos when poorly handled and more than one person has lost a job as a result. A second approach, the "top down" approach, results when those in major institutional decision-making roles recognize that a change or new program is needed before those who would normally have responsibility for that area recognize or can act on the need. This approach can be extremely threatening if carried out in such a way that dissatisfaction with the status quo is apparent or if the person(s) being directed to come up with a proposal is unable to do so. The worst possible situation for a career planning and placement administrator to be found in is when others feel compelled to direct them to take action they should have initiated on their own.

The ideal climate for positive program development exists when the career planning and placement administrator is constantly in touch with the student and institutional pulse and effectively channels observations to decision-makers and others with a "need to know." In this fashion the others can be kept informed of new developments and they in turn can keep the career planning and placement administrator informed of things they become aware of. The mutual trust and respect that flows from this type of open communication leads to joint cooperation and consensus decision-making where everyone can gain. If everyone "owns" a piece of the decision-making process, then it is easier to

also "own" the final decision, even though they might not totally agree with it.

Preparing the Comprehensive Program Proposal

The theoretical orientation of the program planner(s) will be reflected in both the preliminary planning stage and especially in the development of the program proposal. It should provide the essential rationale and continuity that a multi-faceted program requires, however, it should be translated into a working model which clearly shows the relationship of each program component to the overall proposal and to the desired outcomes. Goals and desired outcomes of the program should be carefully spelled out and special attention given to probable outcomes if the program is not approved.

The final proposal should be formally prepared in written form with attention to needed detail, appropriate documentation, accuracy and other essential data needed by decision-makers. A poorly prepared proposal for what might otherwise be an outstanding program will probably not be considered seriously. It is incumbent upon the program planner to accurately determine the form and manner of presentation which will receive maximum attention.

If proper research and planning have gone into a proposal then some degree of support or recognition of need and of the proposal's merits should exist at the time of its presentation. The potential arguments by opponents should be anticipated and counter-arguments prepared for use as needed. A comprehensive career development program will cut across agency and divisional lines within the institution and it will be extremely important to have prior support or compelling arguments for points that will seriously alter the way other agencies conduct their business or which will increase or decrease their workload. It is much easier to do the "homework" before a proposal is submitted than to try to do so when one is in the position of having to defend the proposal. Therefore, specific services to be performed and the agencies in the best position to provide those services should be spelled out in sufficient detail for decision-makers to understand but not so detailed that the plan will either not be read or will invite resistance because it would seem to tie the hands of other principal parties. From this point on, diplomacy and salesmanship perhaps best describe the qualities essential in winning final support from campus decision-makers.

Many administrators have experienced failure in securing support for much needed and carefully planned programs. The question then arises: "What do I do now?" Clearly there are options which remain open: the original plan might be presented again in whole or in part or in modified form at a more favorable time; parts of the program

under direct control and responsibility of the presenter could still be implemented; a request could be made for a special task team to study the proposal and recommend alternate or scaled-down plans; alternate funding might be found if the reasons for rejection were budgetary, or the proposal could be abandoned. It is up to each career planning and placement administrator to determine how rejection will be handled and how unmet student needs might be addressed through other means.

Just as it was found that no single model for career development programs would meet the needs of each campus, no assurances can be made that all campuses will be willing to implement a local model program. The preceding steps for developing a plan and strategy for implementing a local comprehensive program are intended as general guidelines which have broad applicability in virtually any higher education institution. The ultimate responsibility for determining the specifics of program content and the securing of support for a campus program must rest with local campus personnel. There are no guarantees.

Recommendations

Based upon the findings of this study and in consideration of the questions this study was to address, the following recommendations are posed.

The career development needs of college students are subject to change over time and are somewhat different from one student subpopulation to another and from one campus to another. Therefore, a single model for career development programming is not recommended. Rather, the following strategy for tailoring programs to local campus needs is recommended:

1. Continue the development of program modules which The College Placement Council has already begun. Make these modules broadly accessible to career planning and placement programs on campuses as they are needed or fit a local campus need.

2. Three new program modules should be developed to train placement personnel in campus-based needs assessment, program planning and program evaluation. These modules should be presented at regional placement meetings and elsewhere as needed.

3. While a single program model is viewed as inappropriate to the needs of many campuses, a conceptual model or models of the career development process would be desirable to provide a common base for understanding for what career planning and placement is working toward, to provide direction for research and to standardize the terminology of the field. It is therefore recommended that a committee which is broadly representative of members of the career planning and placement fields as well as theoriticians and practitioners from such closely related fields as counseling, vocational psychology and human resources, be charged with responsibility for developing a conceptual framework and appropriate definitions.

4. It is recommended that The College Placement Council, in its role as representative of the career planning and placement community, become more aggressive in its efforts to communicate and cooperate with other professional organizations concerned with higher education as well as with campus administrative personnel. This recommendation could take the form of any or all of the following:

    a. Attendance of other professional higher education organizations and participation in their programs.

b. Invite representatives of other professional groups to meet with representatives of career planning and placement for purposes of discussing common concerns and establishing strategies for addressing those concerns.

c. Periodic mailings to college presidents and other senior administrators to inform them of the concerns and accomplishments of the career planning and placement community.

d. Joint white papers, testimony, and lobbying efforts.

5. Encourage more professional involvement of career planning and placement members at national and regional conferences. All too frequently speakers are brought in from outside of career planning and placement for purposes of entertainment or to address emerging issues. Frequently presenters are available from within the ranks of membership and their leadership and involvement should be encouraged. Programs which are unique to, or which have achieved substantial success on a given campus, should be shared with other members and new members should be afforded the opportunity to contribute through programs. Program committees could actively solicit proposals for programs from members, screen proposals, make recommendations for change or modifications, and be responsible for final acceptance or rejection of programs. This model works well for other associations with some finding that they can only accept perhaps one-half of the total proposals submitted for the time slots that are available.

6. The College Placement Council and the regional associations should continue to encourage research and innovative efforts on the part of career planning and placement personnel through grants, publications which highlight research and innovative practice, and through invited presentations at professional conferences by those members who are engaged in such work.

7. While some of the regional associations make consultants available to campuses at nominal cost (usually expenses only), more such efforts are needed and information about the availability of consultants needs to be made available to senior administrators who set policy and control budgets. Funds in the form of institutional grants might be raised and administered by The College Placement Council or the regional associations to help financially troubled institutions gain needed assistance.

8. The College Placement Council and the regional associations, through regular mailings to members, should conduct frequent surveys focusing on the current issues and practices. For

example, the order from for the College Placement Annual and registration forms for regional meetings could include a brief section devoted to survey questions which members could complete and return with their order or registration. The survey items could at that time be separated from other material and forwarded for analysis. By asking a few questions on a regular basis, the job of data analysis is reduced to a manageable task and current information is always available on key issues.

9. Encourage professional dialog in the Journal of College Placement or other publications by inviting key individuals to prepare papers on a predetermined topic or to devote an entire issue to a single topic. Responses to invited papers and rejoinders by the original author create interest and encourage professional thinking. Hold workshops at regional association meetings on preparing articles for publication in the Journal. Turn the Journal into a juried publication by appointing an editorial board composed of members to review articles submitted for publication as is done with many professional publications.

Appendix A

Survey of Career Planning and Placement Directors

A survey was conducted of 1,265 college and university placement directors to collect data about research and programs on their campuses and to solicit copies of local research studies. In all, 711 (56.2 percent) usable responses were received. Table 1 shows the response distribution by reporting lines, enrollments, organization (centralized or decentralized) and type of institutional control (public or private).

Table 1
Responses by Reporting Line, Undergraduate Enrollments, Organization of Services, and Institutional Control

A. Reporting Line for Career Planning and Placement (N = 707)

	N	%
Chief Student Affairs Officer	438	62.0
Chief Academic Officer	72	10.2
Other Student Affairs Officer	46	6.5
Other Academic Officer	30	4.2
President	15	2.1
Development Officer	13	1.8
Other	93	13.2

B. Undergraduate Enrollments of Responding Institutions (N = 693)

	N	%
500	16	2.3
501-750	56	8.1
751-1,000	68	9.8
1,001-2,500	228	32.9
2,501-5,000	110	15.9
5,001-10,000	98	14.1
10,001-20,000	78	11.3
20,001 & larger	39	5.6

Table 1 continued

C. Organization of Career Planning and Placement (N = 706)

	N	%
Centralized	604	85.6
Decentralized	102	14.4

D. Control of Institutions Responding (N = 705)

	N	%
Public	288	40.9
Private	417	59.1

In order to gain a more complete picture of the extent of services on college campuses today, directors were asked, "Are other non-career planning and placement offices on your campus engaged in career and placement-related services?" Nearly half (46.3 percent) of the responding directors reported that such activities were being carried on outside of their offices (Table 2).

Table 2

A. Are other non-career planning and placement offices on your campus engaged in career and placement-related services? (N = 694)

	N	%
Yes	321	46.3
No	373	53.7

Table 2 continued

B. If yes, list other offices and specific services they provide.

	N	%
Academic Departments		
Assist with placement/specialized placement	121	37.7
Career advising/counseling	56	17.4
Workshops/seminars	26	8.1
Internship programs	23	7.1
Career course	23	7.1
Career information	10	3.1
Misc. or no specific services listed	34	10.5
Counseling center		
Career counseling	90	28.0
Testing	34	10.6
Career library	34	10.6
Workshops/seminars	23	7.2
Career course	20	6.2
Misc. or no specific service listed	24	7.5
Financial Aids (student employment/ internships)	26	8.1
Library	9	2.8
Minority Affairs (career advising/ counseling)	9	2.8
Adult Resource Centers	7	2.2
Women's Centers	6	1.9
Psychological Services	6	1.9
Alumni Offices	5	1.6
Other	35	10.9

Academic departments were most frequently cited as providing for career and placement-related services. The most frequently named activities carried on by academic departments were assisting in or providing placement services (37.7 percent), career advising/counseling (17.4 percent), workshops/seminars (8.1 percent), internship programs (7.1 percent), career courses (7.1 percent), career information (3.1 percent), and unspecified services (10.5 percent). Counseling centers were next most frequently cited with career counseling (28 percent), career libraries/occupational information (10.6 percent), testing (10.6 percent), workshops and seminars (7.1 percent), and career courses (6.2 percent) as primary activities. Alumni offices, financial aids,

minority affairs, psychological services, adult and women's resource centers, and campus libraries each were cited by a minimum of five directors as providing career and placement-related services. Table 2 summarizes all responses to this item. Clearly, career planning and placement offices do not have exclusive claim to such programs on many campuses.

Directors were next asked whether they or others on their campus conducted research studies to identify student career development needs or had evaluated programs which were in operation (Table 3). While 307 (45.6 percent) of those responding indicated that such research had been conducted, few responded with copies or summaries of studies when specifically asked to send them. In all, 90 documents were received from 61 directors. An analysis of the documents found only seven to be more than annual reports or other statistical reports of graduates placed and office activities. If these documents are representative of research efforts in career planning and placement, one would conclude that research is not a high priority activity in the field and those studies undertaken are largely descriptive in nature, probably for purposes of reporting annual activity.

Table 3

Have you or others on your campus conducted research studies to identify career development needs of your students or to evaluate programs or services you are operating? (N = 673)

	N	%
Yes	307	45.6
No	366	54.4

A further question relating to research confirmed that it is not a high priority as only 19.9 percent of the directors reported research as a specific charge or responsibility of their office (Table 4).

Table 4

Is research a specific charge or responsibility of your office? (N = 690)

	N	%
Yes	137	19.9
No	553	80.1

Career planning and placement directors were next asked to respond to the question, "Does your office have an 'official' charge or mission statement?" Four hundred sixteen (59.8 percent) of the directors responding to this question indicated their office had such a charge. When further asked whether the charge or mission had changed since 1975, 244 (35.1 percent of all respondents and 58.7 percent of those having formal charges or mission statements) reported that changes had occurred between 1975 and the spring of 1981.

In exploring the nature of these changes, it is clear that new and expanded services characterized the vast majority (96.7 percent). Only eight instances (3.3 percent) of services being decreased or eliminated were reported. Twenty-nine directors reported that their offices were created since 1975.

Table 5 summarizes the responses to the preceding questions and lists the changes reported by directors. The most frequently cited changes since 1975 have been to add or increase the emphasis on career planning activities (29.5 percent), add or expand unspecified services (13.1 percent), add outreach services beginning with freshmen (9 percent), and increase the emphasis on experiential (co-op and internship) programs (7 percent). A variety of other changes were also reported but on a much smaller scale.

Table 5

A. Does your office have an "official" charge or mission statement? (N = 696)

	N	%
Yes	416	59.8
No	280	40.2

B. Has the charge or mission of your office changed since 1975? (N = 583)

	N	%
Yes	244	41.9
No	339	58.1

Table 5 continued

C. If your charge or mission has changed, how has it changed? (N = 244)

Change	N	%
More emphasis on career planning/added career planning/changed to career development orientation	72	29.5
Added to or broadened existing services (unspecified)	32	13.1
Office created since 1975	29	11.9
Instituted outreach beginning with freshmen	22	9.0
More emphasis on internships/co-op programs	17	7.0
Changed to meet new college goals (unspecified)	10	4.1
Switched from strictly teacher placement to all types	9	3.7
Centralized career planning and placement	5	2.0
Added personal counseling	5	2.0
Separated from another office	5	2.0
More emphasis on alumni and community	5	2.0
Officer career development course	4	1.6
Dropped career planning and became strictly placement	4	1.6
Eliminated services (unspecified)	4	1.6
Misc. responses	21	8.6

Since annual reports provide an opportunity for directors to evaluate their offices, a series of questions was asked concerning office performance evaluations and annual reports. The first question related to whether there were specific criteria by which the performance of their office was evaluated. Two hundred ten (31 percent) of the respondents indicated performance criteria did exist, however, when asked to list those criteria, few usable responses were given. Table 6 presents the results obtained.

Table 6

Are there criteria by which the performance of your office is evaluated? (N = 677)

	N	%
Yes	210	31.0
No	467	69.0

Concerning required annual reporting, 557 (80.3 percent) of the directors responding to the survey indicated that an annual report was required. The person(s) to whom annual reports are submitted varies considerably from campus to campus and is not always the person to whom the directors report, e.g., only 15 (2.1 percent) of directors reported directly to their president yet 107 (19.2 percent) indicated their annual report was submitted directly to the president; conversely, 484 (68.5 percent) of the directors indicated a reporting line directly to a student affairs officer and only 265 (47.6 percent) submitted their annual report to a student affairs officer (Table 7).

Table 7

A. Are you required to submit an annual report or other documentation as to the activities of your office? (N = 694)

	N	%
Yes	557	80.3
No	137	19.7

B. If yes, to whom is the report submitted? (N = 557)*

Person to whom report is submitted	N	%
Senior student affairs officer	248	44.5
President	107	19.2
Other senior officer (area unspecified)	73	13.1
Administration and faculty	58	10.4
Senior academic officer	52	9.3
Board of Trustees/Regents	34	6.1
Other student affairs officer	17	3.1
Title III coordinator	13	2.3
Department heads	12	2.2
Administrative council/cabinet	7	1.3
Office of development	6	1.2
Misc. responses (four or fewer responses)	58	10.4

*A total of 685 responses were received from 557 directors. Percentages were calculated on the number of directors responding to the item.

Table 8 presents the contents of annual reports as stated by directors of career planning and placement. The emphasis is primarily on quantitative/descriptive reporting of office activity, i.e.,

placement statistics, number of recruiters, program summaries, etc. Only 43 or 7.7 percent of the directors indicated that evaluative data was included in their annual reports (Table 8, general evaluations and program evaluations). On the other hand, a number of directors indicated the inclusion of goals and objectives (16 percent) and needs assessment data (2 percent) which could be readily utilized in evaluating programs for the purpose of annual reporting.

Table 8

What is the content of your annual report? (N = 927)

Content Item	N	%
Placement statistics/placement by major, graduate follow-up, jobs offered, graduate/professional school placements, salaries	160	28.7
Summary of activities/programs	159	28.5
Placement activity: interviews, recruiters, referrals, credential requests, job listings	102	18.3
Goals and objectives	89	16.0
Statistics (unspecified)	56	10.1
Office use/students assisted	54	9.7
Accomplishments	36	6.5
Workshops given	35	6.3
General evaluations	24	4.3
Services offered	24	4.3
Program evaluations	19	3.4
Problems	15	2.7
Recommendations	13	2.3
Counseling sessions	11	2.0
Needs assessment	11	2.0
Other (listed eight or fewer items)	119	21.4

Two researchers from the Harvard University Center for Research in Careers (Segal and Klos, 1967) attempted in 1965 to gather unpublished career-relevant studies from college placement directors. Instead of studies (critical investigations of fact and opinion with the purpose of acquiring knowledge), 70 percent of the documents received from a survey of 1,000 placement offices were annual reports, and 94 percent of the documents were reports (presentations of fact and opinion with the purpose of conveying a message) rather than studies. Since Segal and Klos could not proceed with their original study, they attempted to analyze the perceived role of placement directors as that role was reflected by what the directors chose to include in their annual reports. They suggested that placement directors were perhaps preoccupied with

providing service and were unaware of the role of their office in relation to other campus offices and the institution itself. They also observed that placement directors did not perceive a research function as relevant to their operation.

The data reported in Table 8 as well as a review of the content of annual reports submitted by directors for this study suggest that the observations made by Segal and Klos may be as applicable today as they were in 1967.

Directors were next asked to state what they believed to be the single most important thing their office should be doing to become/remain viable on their campuses. Table 9 summarizes the findings. Most frequently mentioned activities were promoting services (20.5 percent), developing comprehensive programs (16.8 percent), and placement (11.6 percent). Numerous other career development, educational, and outreach activities were also cited. Interestingly, and perhaps in keeping with the direction career planning and placement has been moving, traditional activities such as placement (11.6 percent), employer contacts (7.3 percent), teaching job search strategies (3.4 percent) and keeping current with the job market (1.5 percent) account for less than one-quarter of all responses.

Table 9

What, in your opinion, is the single most important thing your office should be doing to become/remain viable on your campus? (N = 746)

	%
Promoting services	20.5
Develop comprehensive career development program, freshmen through alumni; expand career planning/development activities; career exploration/goal setting; integrate all aspects of program	16.8
Placement	11.6
Employer contact	7.3
Meet student needs/be aware of changing needs	6.5
Teach job search strategies	3.4
Maintain/increase good outreach program	3.2
Expand experiential program (co-op, internships, etc.)	3.1
More assistance to liberal arts/non-technical students	3.1
Career counseling/exploration	2.8
Educate public to concept of career development	2.3
Offer career planning courses	1.9
Keep current with job market and changes	1.5
Help students develop good self-image	1.5
Computerized career information system	1.5
Other (eight or fewer responses)	13.0

In this period of dwindling resources for higher education, directors were asked to compare their 1981-82 budgets with their 1980-81 budgets. The results appear in Table 10. Thirteen percent of the directors who responded reported a decline in budget while 37.3 percent reported no change and 49.8 percent reported an increase. For those directors experiencing a budget cut, the median cut was 10 percent, however, 22 directors reported cuts of 20 percent or more with five experiencing a 50 percent or greater cut.

Among directors reporting budget increases, the median increase was 10 percent and 34 reported increases of 20 percent or more. Given inflationary increases and salary increments, it is safe to say that even among those directors reporting budget increases there was little actual increase which could be allocated to new staff or programs. What new and expanded services are reported must be coming out of cuts in other areas (a redistribution of resources), from greater efficiency of operation (doing things better), or out of the hides of staff. Responses suggest that all three are in operation.

Table 10

How will your budget for 1981-82 compare with this (1980-81) year? (N = 663)

Comparison	N	%
Less	86	13.0
Same	247	37.3
More	330	49.8

Appendix B

Survey of Presidents and Chief Academic and Student Affairs Officers

A survey of college and university presidents and chief academic and student affairs officers was conducted to determine how those senior administrative officers view the career planning and placement function on their campuses. Since these individuals carry the responsibility for policy and budget decisions affecting career planning and placement it was determined that their views were critical to any effort to develop and implement model campus-based career development programs.

A random sample of 500 four-year colleges and universities was selected for the survey. Names and addresses for current presidents, chief academic officers and chief student affairs officers were obtained from the U.S. Department of Health, Education, and Welfare. A survey form was developed for the study and mailed to those officers at 500 institutions selected. Table 1 presents the response rates by size of institution, type of control, and the organization of career planning and placement services.

Table 1
Response Rates to Survey of College and University Presidents, Chief Academic, and Student Affairs Officers

A. By size of institution

	Presidents		Chief Academic Officers		Chief Student Affairs Officers		Combined	
	N	%	N	%	N	%	N	%
500 & under	4	2.2	10	3.9	9	2.8	23	3.0
501-750	17	9.3	18	7.0	26	8.0	61	8.0
751-1,000	18	9.9	17	6.6	24	7.4	59	7.7
1,001-2,500	52	28.6	77	30.0	94	29.0	223	29.2
2,501-5,000	26	14.3	49	19.1	57	17.6	132	17.3
5,001-10,000	37	20.3	45	17.5	42	13.0	124	16.3
10,001-20,000	17	9.3	27	10.5	44	13.6	88	11.5
20,001 & larger	11	6.0	14	5.4	28	8.6	53	6.9
Total Response	182		257		324		763	
% Response*		36.4		51.4		64.8		50.9

Table 1 continued

B. By type of control

	Presidents		Chief Academic		Chief Student Affairs Officers		Combined	
	N	%	N	%	N	%	N	%
Public	79	44.9	110	43.7	141	44.9	330	44.5
Private	97	55.1	142	56.3	173	55.1	412	55.5
Total Response	176		252		314		742	
% Response*		35.2		50.4		62.8		49.5

C. Organization of career planning and placement

	Presidents		Chief Academic		Chief Student Affairs Officers		Combined	
	N	%	N	%	N	%	N	%
Centralized	163	90.6	220	87.6	282	89.0	665	88.9
Decentralized	17	9.4	31	12.4	35	11.0	83	11.1
Total Response	180		251		317		748	
% Response*		36.0		50.2		63.4		49.7

*Based on 500 surveys sent to each group of administrators; 1,500 surveys sent to combined groups.

Forms which were completed and returned by persons other than the three senior officers surveyed were dropped from the study (e.g., a staff assistant may have completed the form for the president but since that person's views may have differed from the president's, the response was disregarded). Overall, the response rate to the survey was 50.9 percent. The senior student affairs officers were more responsive with 324 or 64.8 percent returning usable forms. Senior academic officers and presidents returned usable forms at the rates of 51.4 percent and 36.4 percent respectively.

Table 2 presents the responses to the question, "Do you believe that career planning and placement should play an integral role in the total academic process?" There was considerable support for this statement from all three groups of administrators. When further asked, "Does career planning and placement play an integral role in the academic process on your campus?" all three groups were less positive in their response (Table 3). Chief student affairs officers were the most skeptical with 30.4 percent responding "no," while 20.1 percent of the chief academic officers and only 10.9 percent of the presidents re-

sponded negatively. It is interesting to note that the further removed these administrators were from the direct reporting line for career planning and placement, the more positive they were about the services.

Table 2

Do you believe that career planning and placement should play an integral role in the total academic process?

	Presidents		Chief Academic Officers		Chief Student Affairs Officers	
	N	%	N	%	N	%
Yes	169	96.0	244	96.1	314	98.0
No	7	4.0	10	3.9	6	2.0
Total	176		254		320	

Table 3

Does career planning and placement play an integral role in the academic process on your campus?

	Presidents		Chief Academic Officers		Chief Student Affairs Officers	
	N	%	N	%	N	%
Yes	155	89.1	199	79.9	215	69.6
No	19	10.9	50	20.1	94	30.4
Total	174		249		309	

The senior administrators were next asked, "In your best judgment, is career planning and placement meeting student and institutional needs?" (Table 4). If they answered "no" to this question, they were asked to indicate the reason for their response. Here again, presidents were most supportive with 78.6 percent responding "yes" while 68.7 percent of chief academic officers and 70.7 percent of chief student affairs officers answered "yes."

The reasons cited for career planning and placement not meeting student and institutional needs are noteworthy both from the standpoint of the reasons themselves and from the standpoint of the degree to which all three groups of administrators agreed in their reasons. Understaffing and inadequate funding were the first and second most frequently cited reasons by all three groups. The need to strengthen ties with academic programs and faculty and the need to establish early

and comprehensive career development programs were also frequently mentioned by all three groups. By their responses, these senior administrators have both demonstrated their understanding of some of the problems faced by career planning and placement and have provided some directions in which career planning and placement might move to gain additional credibility and, hopefully, support.

Table 4

A. In your best judgment, is career planning and placement meeting student and institutional needs?

	Presidents		Chief Academic Officers		Chief Student Affairs Officers	
	N	%	N	%	N	%
Yes	136	78.6	169	68.7	217	70.7
No	37	21.4	77	31.3	90	29.3
Total	173		246		397	

Table 4 continued

B. If you answered no, indicate reason.

	Presidents		Chief Academic Officers		Chief Student Affairs Officers		Combined	
	N	%	N	%	N	%	N	%
Under-staffed	6	15.8	16	20.8	30	26.3	52	22.7
Inadequately funded	6	15.8	11	14.3	16	14.0	33	14.4
Need to strengthen ties with academic program/ faculty	4	10.5	8	10.4	14	12.3	26	11.4
Need to establish early comprehensive career development program	4	10.5	8	10.4	4	3.5	16	7.0
Program too new/not not fully developed	9	11.7	7	6.1	16	7.0		
Need more emphasis on career planning vs. placement	2	5.3	4	5.2	9	7.9	15	6.6
Need to educate institution about career development	2	5.3	1	1.3	11	9.6	14	6.1
Need to promote services/increase visibility	4	10.5	4	5.2	6	5.3	14	6.1
More assistance needed for liberal arts students/generalists	2	5.3	6	7.8	3	2.6	11	4.8
Need to improve office coordination/leadership	1	2.6	5	6.5	4	3.5	10	4.4
Misc.	7	18.4	5	6.5	10	8.8	22	9.6
Total Responses	38		77		114		229	

To secure additional insights to the directions that senior administrators feel career planning and placement should be moving, they were asked, "What in your opinion is the single most important thing career planning and placement should be doing to become/remain viable on your campus?" A wide variety of recommendations was made and similar responses were categorized under a single heading. Table 5 presents the opinions secured from the three administrator groups.

Table 5

What in your opinion is the single most important thing career planning and placement should be doing to become/remain viable on your campus?

	Presidents		Chief Academic Officers		Chief Student Affairs Officers		Placement Directors		All Responses Combined	
	N	%	N	%	N	%	N	%	N	%
Develop comprehensive program beginning with freshmen/integrate all aspects of program/developmental program/expand career planning development	40	22.6	59	25.3	81	26.6	123	16.5	303	20.7
Promoting services/visibility	17	9.6	25	10.7	39	12.8	133	17.8	214	14.6
Strengthen ties with academic program/faculty	33	18.6	44	18.9	51	16.7	84	11.3	212	14.5
Placement	20	11.3	23	9.9	28	9.2	75	10.1	146	10.0
Develop good employer contacts	8	4.5	11	4.7	13	4.3	47	6.3	79	5.4
Meet student needs/be aware of changing needs	5	2.8	9	3.9	5	1.6	42	5.6	61	4.2
More assistance to liberal arts/non-technical majors	4	2.3	12	5.2	6	2.0	20	2.7	42	2.9
Maintain/increase good outreach program	5	2.8	4	1.7	8	2.6	21	2.8	38	2.6
Expand experiential programs (co-op, internships)	1	.6	5	2.1	11	3.6	20	2.7	37	2.5
Offer career counseling/exploration	6	3.4	3	1.3	5	1.6	18	2.4	32	2.2
Keep current with job market and changes	9	5.1	11	4.7	1	.3	10	1.3	31	2.1
Educate public to concept of career development	5	2.8	1	.4	9	3.0	15	2.0	30	2.1
Teach job search strategies	1	.6	0	-	0	-	22	2.9	23	1.6
Program development and evaluation	1	.6	1	.4	7	2.3	8	1.1	17	1.2
Offer career planning courses	1	.6	0	-	2	.7	12	1.6	15	1.0
Other responses--small N's	21	11.9	25	10.7	39	12.9	96	12.9	181	12.4
Total--All Responses	177		233		305		746		1461	

Here again, the extent to which the three groups of administrators agreed is noteworthy. The four most frequently listed items by each group of administrators (variations did exist in the rank order of these four) were the development of comprehensive programs (expressed somewhat differently by various respondents), promoting services and increasing visibility, strengthening ties with the academic program and faculty, and placement.

Senior administrative officers were next asked which of 15 activities commonly performed by career planning and placement offices they felt were appropriate for career planning and placement. Placement directors responded to a similar item, however, they were asked only to indicate whether the activity was engaged in by their office. Table 6 presents the responses of the three administrator groups and of placement directors and allows for a comparison of views among the groups.

Administrators were in high agreement among themselves as to the appropriateness of providing campus interviewing, career counseling, full time placement, alumni placement, credential services and occupational and employer information libraries. Perhaps not surprisingly, these same services were among those most frequently provided by career planning and placement offices. There are other areas where the administrators would appear to be somewhat at odds with placement directors. For example, 73.6 percent of the presidents, 69.6 percent of the chief academic officers, and 73.4 percent of student affairs officers felt that vocational testing was an appropriate activity for career planning and placement offices yet only 50.5 percent of career planning and placement directors reported that was an activity their offices actually engaged in. Similarly, the administrators were more prone to indicate resume services where appropriate than placement offices were likely to provide them. Perhaps the most notable area of difference was over career planning/employment readiness workshops or seminars (non-credit) where 85.1 percent of the presidents, 83.6 percent of chief academic officers, and 93.8 percent of student affairs officers felt that such activities were appropriate whereas only 26 percent of the placement directors reported their offices engaged in this activity. Because of the great discrepancy in responses, the survey instruments were reviewed and a typographical error on the placement director's questionnaire caused this service to read "credit" rather than "non-credit." Responses, therefore, should not be compared. It is very interesting to note, however, the strong positive support senior administrators show for non-credit workshops or seminars. On the other hand of the spectrum, less than 20 percent of the presidents and chief academic officers, and 29.3 percent of chief student affairs officers felt that academic counseling was appropriate to career planning and placement yet 37 percent of the placement officers reported they provided such services.

Table 6

Responses to questions posed to senior administrators concerning the appropriateness for career planning and placement services to engage in specified activities; and placement directors concerning which of these same activities were engaged in by their offices.

	Appropriateness of activities as judged by:						Activities Engaged in by Placement Directors	
	Presidents		Chief Academic Officers		Chief Student Affairs Officers			
	N	%	N	%	N	%	N	%
Campus interviewing	175	96.1	248	96.4	320	98.7	718	95.2
Vocational testing	134	73.6	179	69.6	238	73.4	381	50.5
Drop-out prevention	50	27.4	73	28.4	117	36.5	193	25.6
Career counseling	173	95.0	252	98.0	317	97.8	723	95.9
Academic counseling	33	18.1	50	19.4	95	29.3	279	37.0
Placement of graduates into full-time employment	175	96.1	245	95.3	313	96.6	717	95.1
Placement of students into summer and part-time employment	141	77.4	102	39.6	268	82.7	627	83.2
Alumni placement	139	76.3	185	71.9	288	88.8	680	90.2
Credentials	117	64.2	179	69.6	282	87.0	608	80.6
Resume service	144	79.1	208	80.9	303	93.5	485	64.3
Career planning/employment readiness course (credit)	64	35.1	83	32.2	174	53.7	228	30.2
*Career planning/employment readiness workshops or seminars (non-credit)	155	85.1	215	83.6	304	93.8	196	26.0
Co-op, intern programs	98	53.8	129	50.1	237	73.1	369	48.9
Occupational/Employer library	157	86.2	227	88.3	311	95.9	687	91.1

*Responses to this service by senior administrators are not comparable to activities actually engaged in as a typographical error on the placement directors survey instrument caused the item to read "credit" rather than "non-credit."

Chief student affairs officers tended to rate career planning/employment readiness courses (credit) and cooperative education, internships, and other experiential programs considerably higher than did presidents or chief academic officers. The percentage of placement officers who reported providing these services corresponded much more

closely with the percentage of presidents and chief academic officers who felt them appropriate. It should be pointed out that these two activities relate directly to the academic function of the institutions and, regardless of who the placement directors report to, control resides outside of student affairs. Chief academic officers were also much less likely to rate placement of students into summer and part-time employment as appropriate than were presidents and chief student affairs officers. In this case, the percentage of placement officers providing part-time and summer placement corresponds more nearly with the view of presidents and chief student affairs officers.

The final question posed to the three senior administrator categories was, "Where does your career planning and placement office stand in your budget priorities?" Five responses were provided:

High priority--among last programs (service or academic) to be cut;

Higher priority than other service programs and equal priority with academic programs;

Higher priority than other service programs but lower priority than academic programs;

All programs (service or academic) treated equally, and;

Low priority--among first programs (service or academic) to be cut.

Of particular note is the fact that senior personnel officers tended to rank career planning and placement as a high priority (16 percent) somewhat more frequently than did presidents (11.3 percent) and chief academic officers (10.7 percent). Career planning and placement was rated in one of the two "Higher priority" categories by presidents and chief academic officers (67.2 percent and 60.2 percent respectively) than by chief student affairs offices (53.2 percent). Overall, presidents and chief academic officers assigned higher budget priorities (either high priority or one of the two categories assigning career planning and placement higher priority than other service programs) than did chief student affairs officers.

The chief student affairs officers were slightly more likely to budgetarily treat all programs equally or to assign low priority to career planning and placement than were either the presidents or the chief academic officers. These findings may be among the most significant in the study since nearly 70 percent of all placement officers report directly to either the chief student affairs officer or another student affairs officer, yet there seems to be less willingness on the part of student affairs personnel to assign a relatively high budget

priority to career planning and placement. Table 7 presents the responses of the senior administrators to this item.

Table 7

Where does your career planning and placement office stand in your budget priorities?

	Presidents		Chief Academic Officers		Chief Student Affairs Officers		Combined	
	N	%	N	%	N	%	N	%
High priority--among last programs (service or academic) to be cut	19	11.3	26	10.7	50	16.0	95	13.1
Higher priority than other service programs and equal priority with academic programs	35	20.8	33	13.5	46	14.7	114	15.7
Higher priority than other service programs but lower priority than academic programs	78	46.4	114	46.7	120	38.5	312	43.1
All programs (service or academic) treated equally	27	16.1	54	22.1	70	22.4	151	20.9
Low priority--among first programs (service or academic) to be cut	9	5.4	17	7.0	26	8.3	52	7.2
Total	168		244		312		724	

In summary, it would appear that career planning and placement is acknowledged as playing a vital role on campuses by senior administrators. There is recognition of some problems career planning and placement is facing and there also seems to be considerable consensus as to services which should be provided and directions in which career planning and placement should be moving. Overall, it would appear that career planning and placement is operating from a position of relative strength, especially in comparison with other campus service programs. This no doubt speaks well for the efforts of career planning and placement personnel on their own campuses. On the other hand, one must ask how much greater the support might be if greater dialogue existed among the professional organizations to which career planning and placement personnel belong and other professional and higher education associations, especially those to which presidents and other senior administrative officers belong.

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